

# **college** **AND UNIVERSITY** **business**

**SEPTEMBER 1957**

*Professors or Brick*

*Modifications in Management*

*Residence Hall Design Portfolio*

*Vending by Coin Machine*

*Washington Report*

RESIDENCE HALL, UNIVERSITY OF CALIFORNIA, BERKELEY (page 38)



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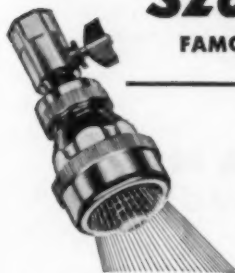
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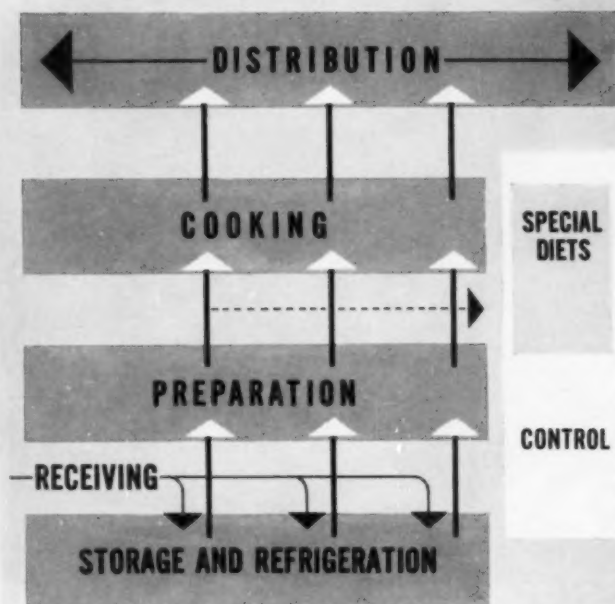


at Medical Center, Temple University

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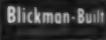
**End of Production line**, where food is picked up for delivery throughout the hospital. Beyond is the bank of cooking facilities—ranges and roast ovens at left, kettles at right.

Administrator: Dr. Howard W. Baker; Architects: James A. Nolen, Jr., Philadelphia, and Skidmore, Owings & Merrill; General Contractor: John McShain, Inc., Philadelphia.

When the new building at Temple University Medical Center in Philadelphia was first planned, Blickman worked with the architects and dietary director to develop a "straight-line" kitchen layout featuring wide corridors, plentiful work surfaces, easy sanitation, full integration of facilities. The new kitchen prepares food for distribution in Blickman bulk food conveyors, to decentralized floor pantries in old and new buildings—and to the new staff cafeteria and public coffee shop, both Blickman-Built.

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# college AND UNIVERSITY business

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AMONG THE AUTHORS: Dr. Donald C. Stone, formerly president of Springfield College, Springfield, Mass., discusses out of a long professional background the necessity for some modification in our attitudes on management if colleges and universities are to operate effectively (p. 27). Dr. Stone recently became head of the new Graduate School of Public and International Affairs at the University of Pittsburgh. Ann DeSandis describes on page 30 the original and successful student recruitment folder developed by Bard College, titled "Where Do We Go From Here?" Dr. T. B. Woodmore, bursar of Middle Tennessee State College, Murfreesboro, has been concerned for years with what happens to faculties when trustees become interested in building programs (p. 32). Frederick Eckford, manager of purchases at Illinois Institute of Technology, has been intrigued with the possibility of reducing operating costs in certain areas of food service operation through the use of vending machines. On page 57 he outlines factors to be considered when deciding on a vending machine installation.

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## QUESTIONS AND ANSWERS

### Intellectual Climate

Question: What are the problems an institution faces in defining to an architect its intellectual climate and purposes?—J.D., N.Y.

ANSWER: Every institution of learning differs somewhat from all others. One may excel in undergraduate training, another in graduate training, and a third may have a balanced program. Even one department may excel all others. There may be historical influence. In each case the trend probably is the result of the influence of one individual or group that has provided that particular guidance or inspiration. While the parties providing this guidance will not survive forever, the seed is planted and it often influences the growth and development of an institution for all time.

Thus, the intellectual climate of the institution may differ from the ideals and purposes set up by the founding fathers or by the governing board.

If the institution embarks upon an expansion program and wishes to maintain its traditions, it must employ an architect and instill him with its atmosphere and purposes. It must face, first, the necessity of providing a responsible body or group, well acquainted with the seat of learning and the major characteristics that, together, make it unique.

Such a body should have worked together long enough to have come to agreement on what the school represents in the educational picture, what its purposes are, what the expectations, in a realistic picture, amount to for reaching stated goals and extending to newer ones. The architect should meet with this group.

Agreed on some of these basics, the group may help the newly affiliated architect to acquire or absorb the "feel" of the college or university and, thus solidly equipped, to make his most fitting contributions. Without agreement, the body, presenting diverse views, may serve to confuse the architect, may leave him to find his own way, and ultimately to present plans out of character and out of step with the campus.

All institutions of learning, in their physical plant picture, will reflect, in part, but only in part, the major philosophies on which the school is founded and functions. Finances some-

times greatly limit this reflection. Conceivably, an old school, steeped in a tradition of plain living and high thinking, might "make do" with old buildings and old equipment yet offer the highest quality education in terms of the instructional staff. But there is greater likelihood that outmoded portions of the physical plant are endured because funds for their replacement are not forthcoming, or because haloed tradition gives up its relics only grudgingly.

This matter of tradition is major to the understanding of the newly arrived architect—is something he must come to feel and respect if the institution engaging him has attained an honorable and illustrious history which it expects to preserve. Whatever he designs today, if filled with good taste, will endure and enter into the traditions of tomorrow.—A. F. GALLISTEL, *director of physical plant planning, University of Wisconsin.*

### Health Insurance

Question: Should a college make available to students a medical reimbursement and accident policy? Should it be optional or compulsory?—M.J., Tex.

ANSWER: Yes, it should be seriously considered.

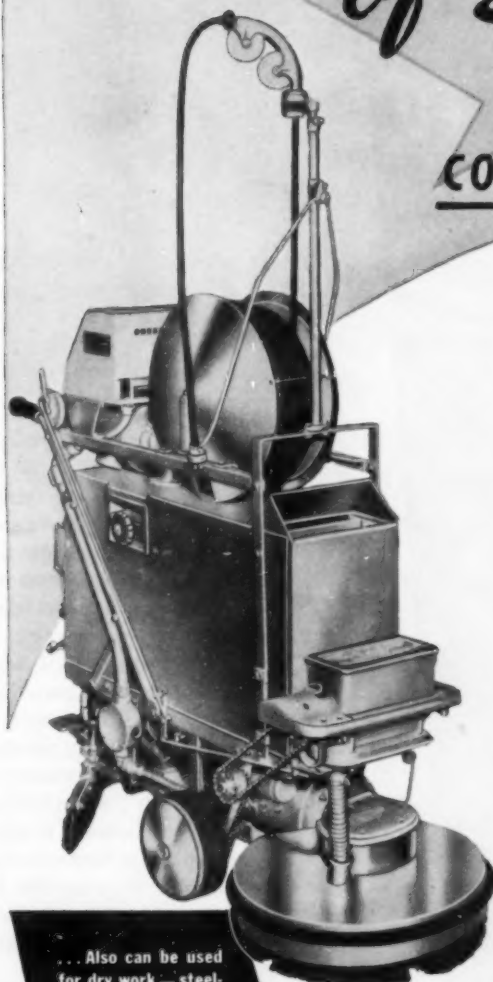
Among group insurance plans covering heads of families, some plans have now extended the coverage of dependent children beyond the former maximum age of 19 to age 23 while attending college.

However, many group plans do not cover dependent children beyond age 19. Therefore, it would appear highly desirable for colleges to make health and accident coverage available to students on a group basis. To keep costs at a minimum, and to make sure that all students who really need the insurance will have the coverage, it would appear highly desirable to make it mandatory. This would mean that the type of coverage would have to be limited at first to keep costs within the reach of all. However, with a larger group, a good experience rating would undoubtedly make it possible to increase coverage over a period of time without substantially increasing the cost.—J. N. EWART, *director of nonacademic personnel, California Institute of Technology.*

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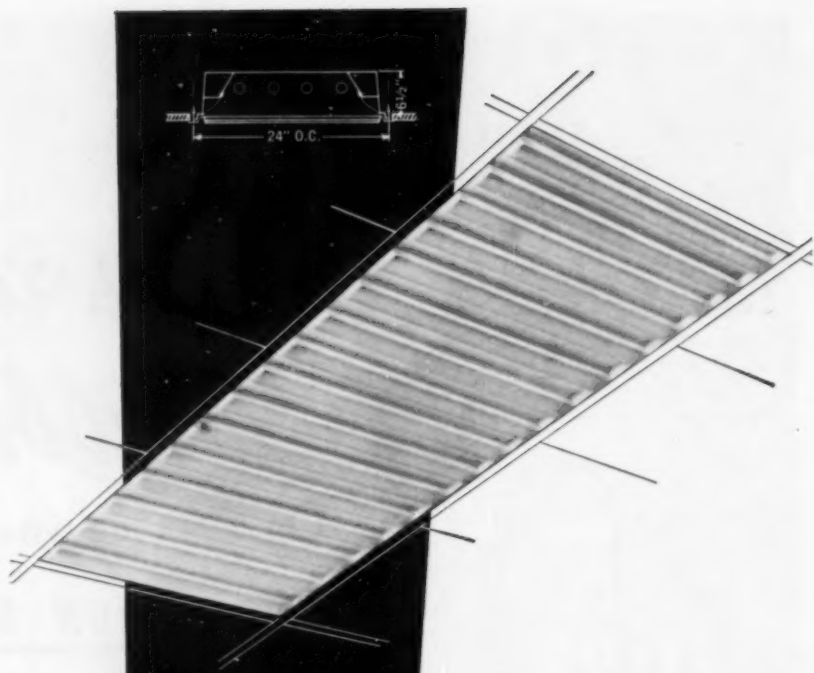
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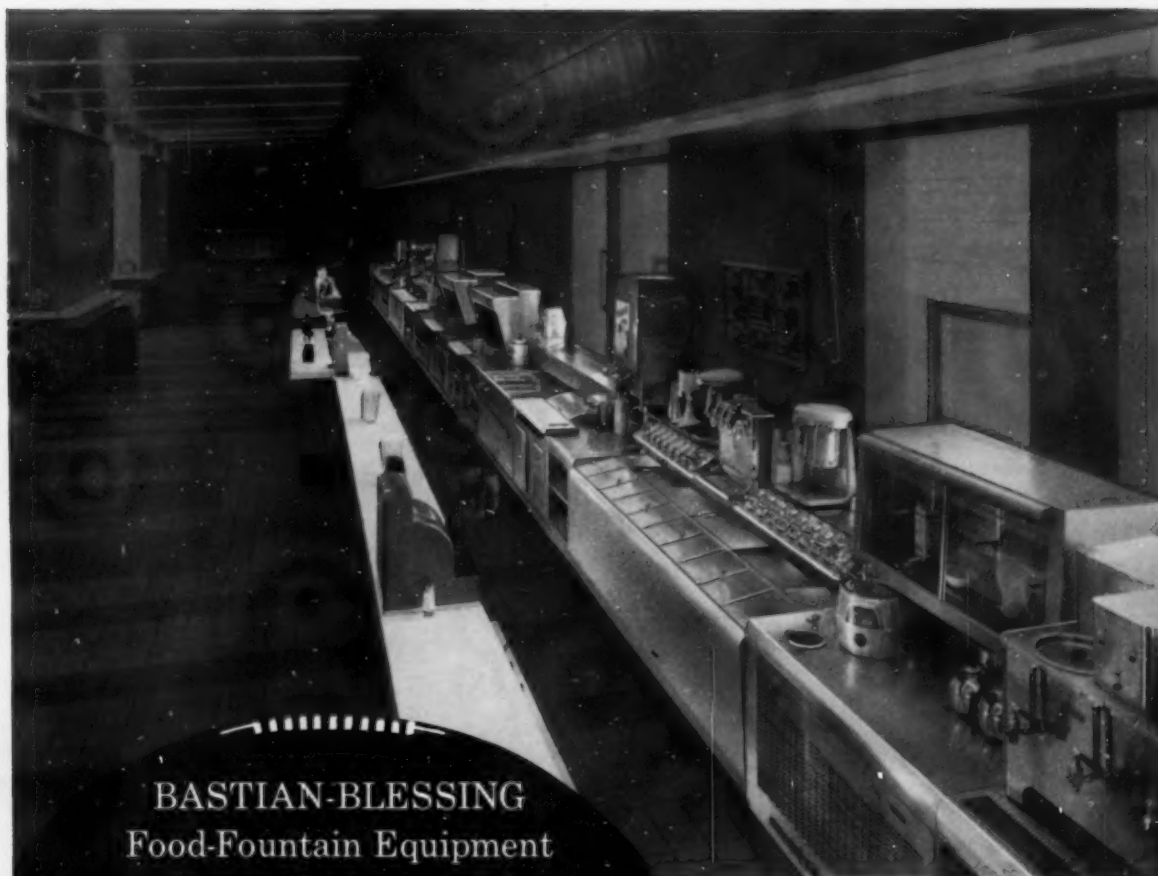
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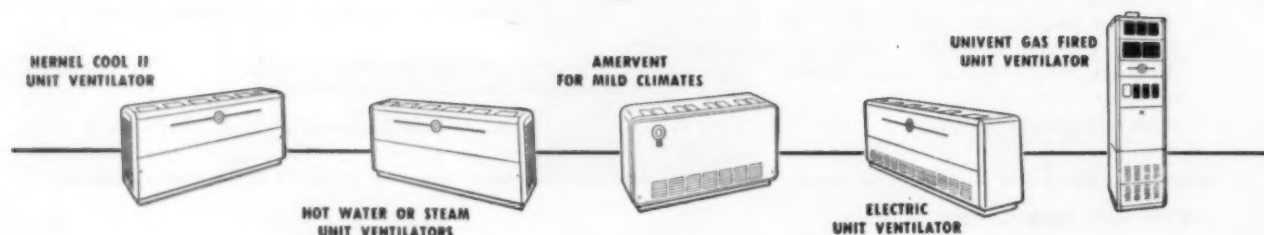
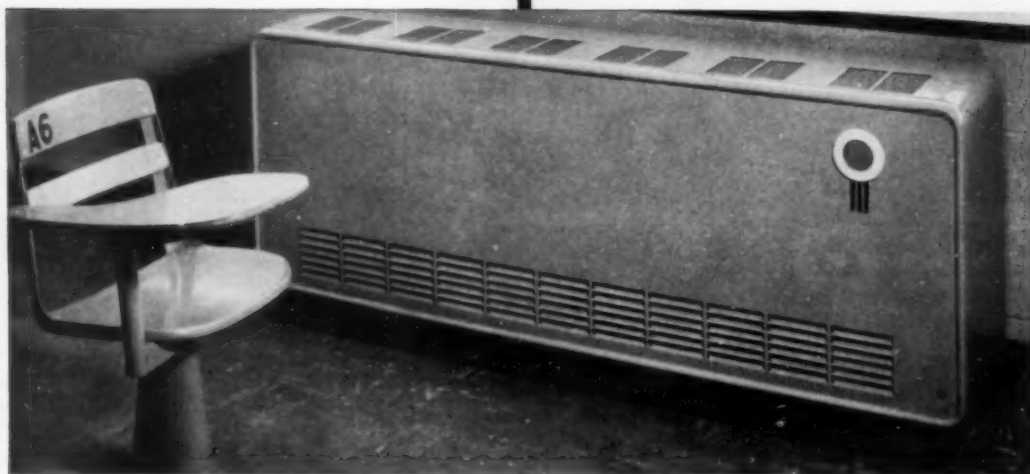
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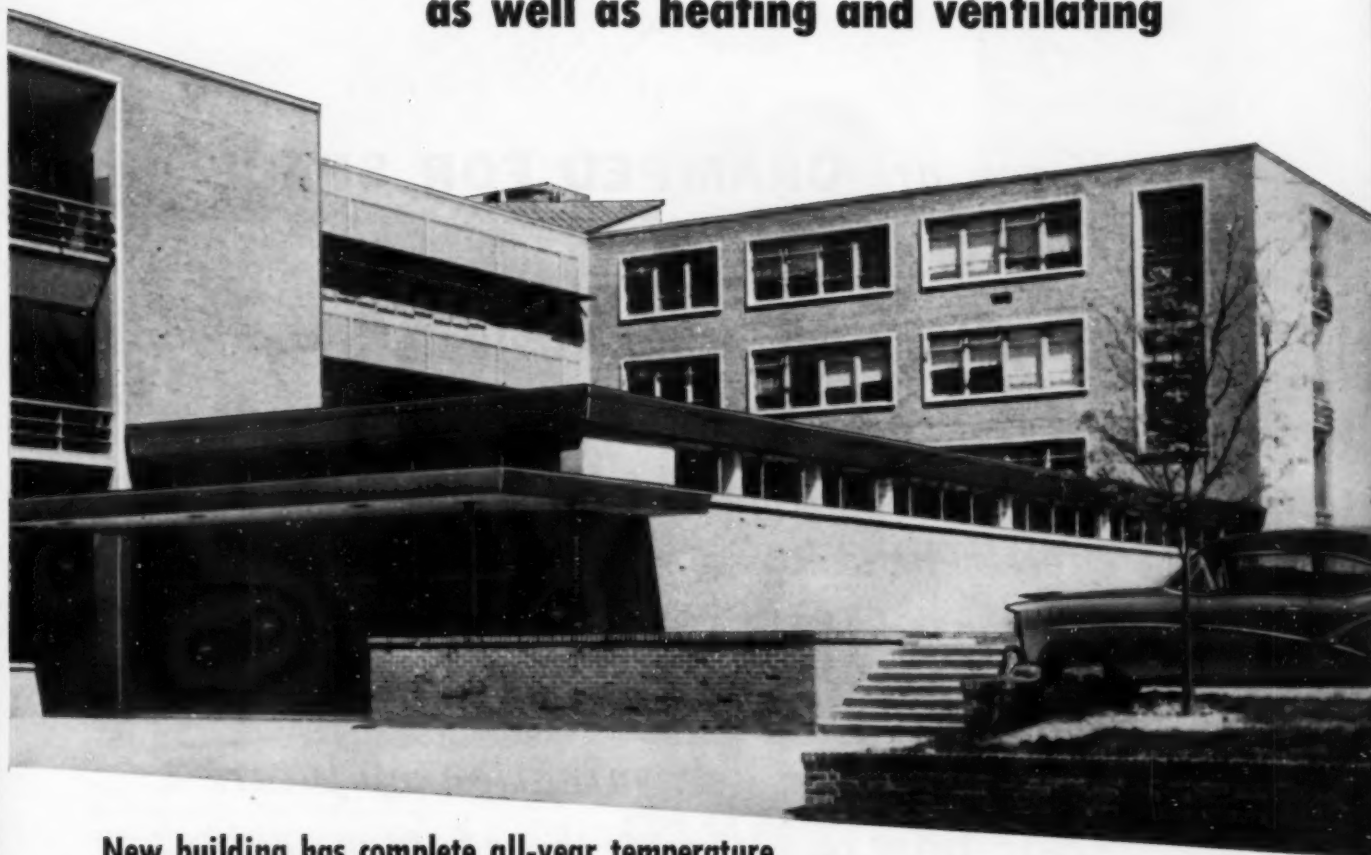


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When the University of Pennsylvania planned its new Physics Building, it naturally wanted maximum classroom comfort per dollar invested. It chose Herman Nelson unit ventilators.

In addition to heating, ventilating, and natural cooling (with outside air), Herman Nelson units give the new building still another advantage. They provide complete hot weather air conditioning, too. If necessary, air conditioning could have been postponed until a later date—whenever wanted—and then installed without disruption of classroom activities... and without expensive alteration and installation charges. One of the chief advantages of this Herman Nelson system is that its optional air conditioning feature can be added at anytime, merely by installing a chiller in the boiler room.

Here's how the system works: Herman Nelson units provide individual temperature control for each room, automatically. Most of the year they provide heat, ventilation, or natural cooling (with outside air) as the room requires. And, after a chiller is installed, the units switch automatically to mechanical cooling during hot weather. This complete air conditioning is made possible by chilled water circulating in the same piping that carries hot water during cold weather. The cost is far less than separate heating and air conditioning systems—both for installation and operation.

Would you like more information on this new Herman Nelson Unit Ventilator development? Just write to Herman Nelson Unit Ventilator Products, American Air Filter Company, Inc., Louisville 8, Kentucky.



*herman nelson*  
UNIT VENTILATOR PRODUCTS

AMERICAN AIR FILTER COMPANY, INC.

System of Classroom Cooling, Heating and Ventilating

Designed to Give You More Classroom Comfort Per Dollar

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**A Space Utilization Analysis by our Specialists** can show you how to handle larger numbers of students by more effectively using your present facilities, **how to** schedule class and lab sections to gain optimal room utilization, **how to** make accurate determination of future needs, **how to** integrate these future needs more effectively, **how to** do this without disturbing academic traditions.

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**Mitchell**

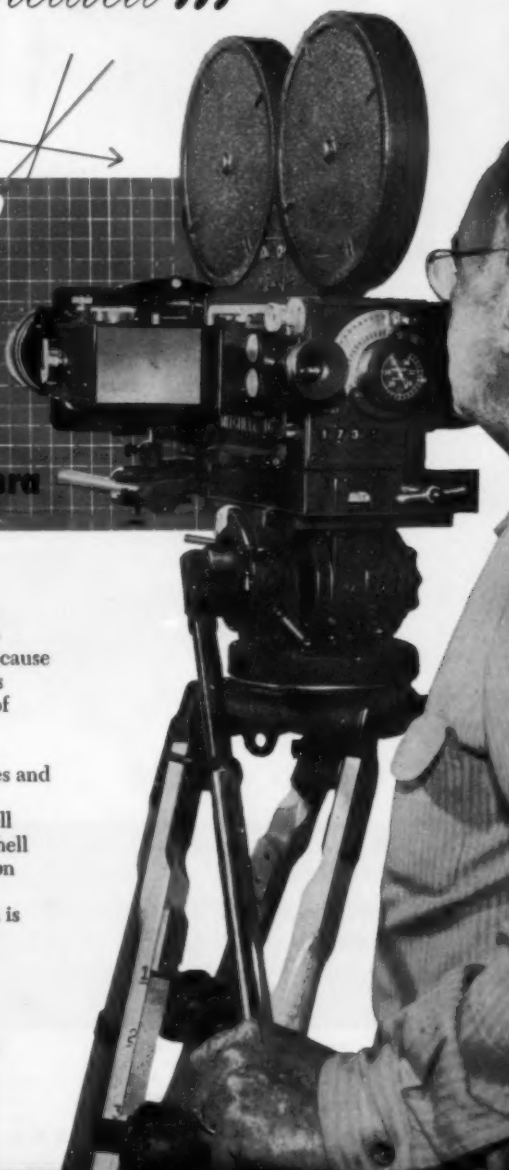
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professional camera**

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lack of space permits us  
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Mitchell cameras.

**Mitchell Camera CORPORATION**

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85% of the professional motion pictures shown throughout the world are filmed with a Mitchell.

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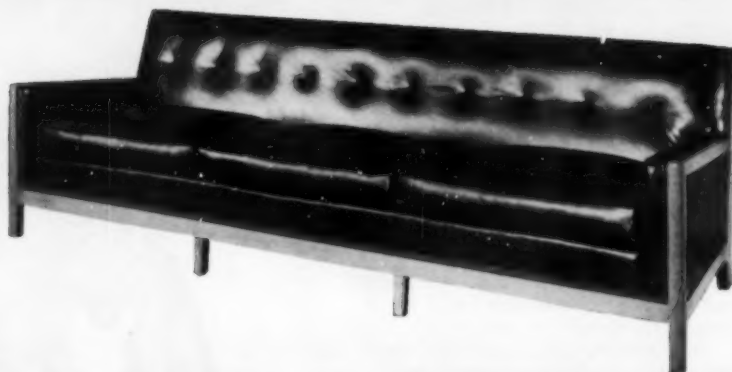
*—always in good Taste*



Pictured here are 7 of 179 patterns of Huntington furniture—all specifically designed for your sleeping and seating area. They can be harmoniously combined for your every



need. Lounge and waiting rooms give an instant quality impression—the Huntington equipped sleeping rooms have a relaxing homelike atmosphere.



While designed for attractive warmth that avoids a look of unpleasant austerity, Huntington furniture is marked by the style and grace of free-flowing simple lines and rounded corners that make for inexpensive, quick, easy maintenance. High-quality solid hardwoods are used for long, heavy-duty wear; finishes resist staining from alcohol and medicaments; chairs are built to avoid marking walls.



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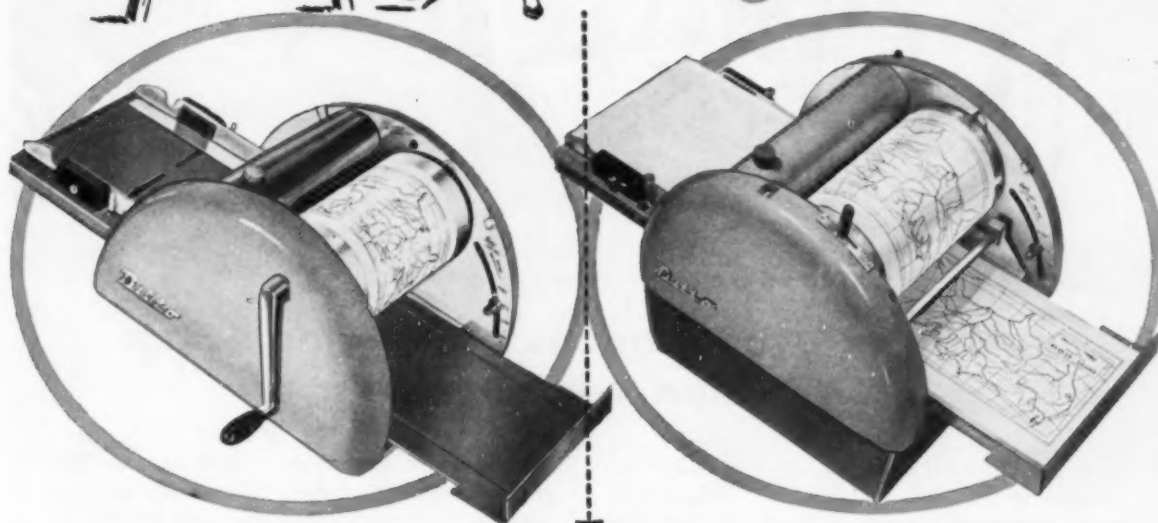


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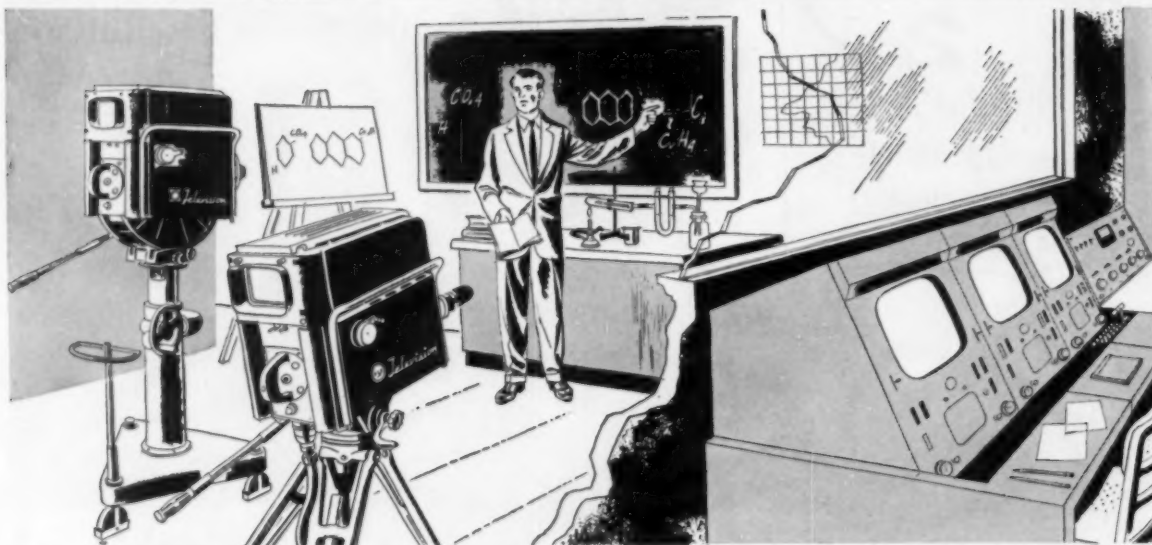
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School

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2 CAMERAS—choice of vidicon, image orthicon or color cameras

CONTROL CONSOLES for video and audio

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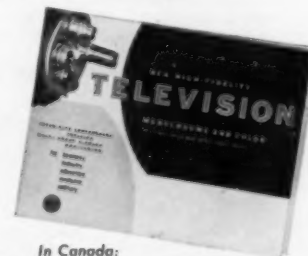
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For an informative brochure on RCA High Fidelity Television Systems, write to Educational Administrator, Television Equipment, Dept. X-34, Radio Corporation of America, Building 15-1, Camden, N. J.



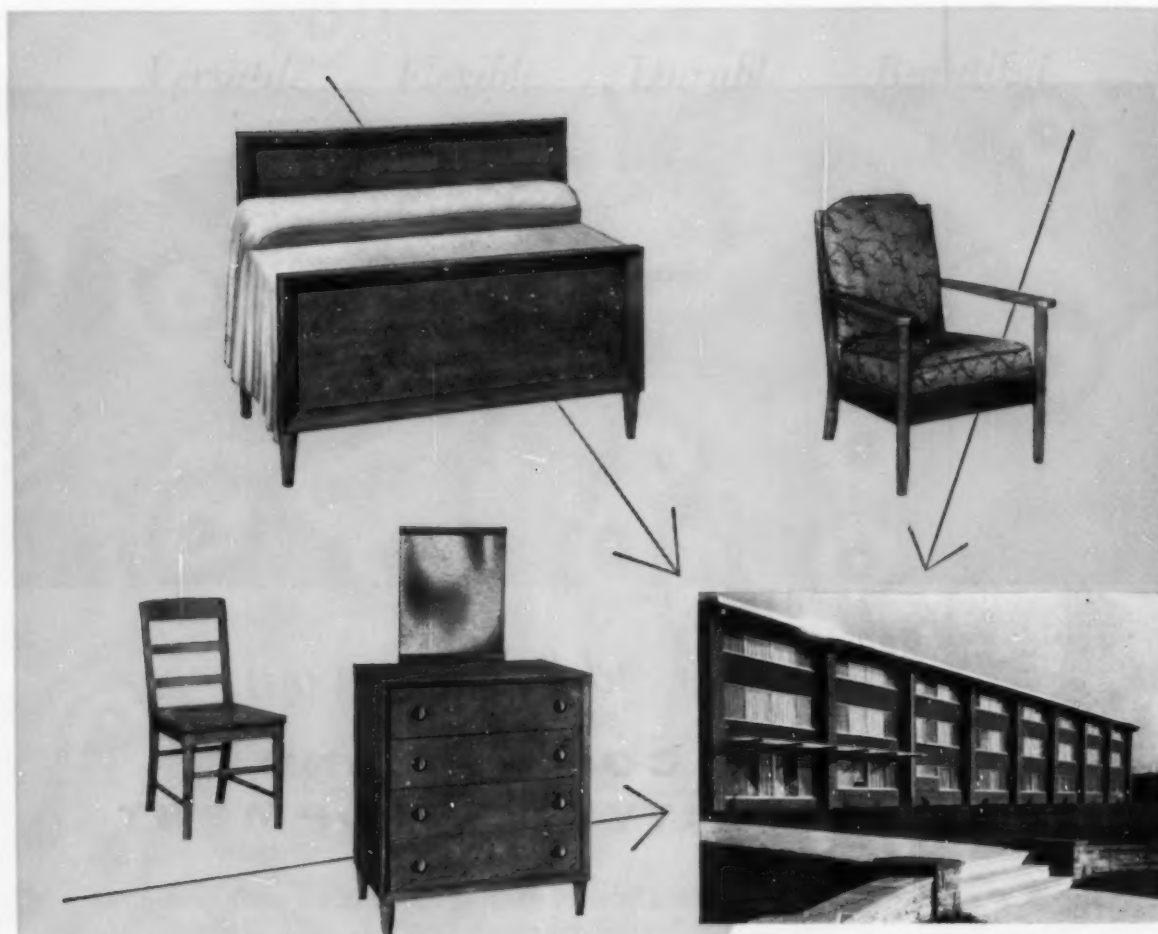
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... at LaSalle College, PHILADELPHIA

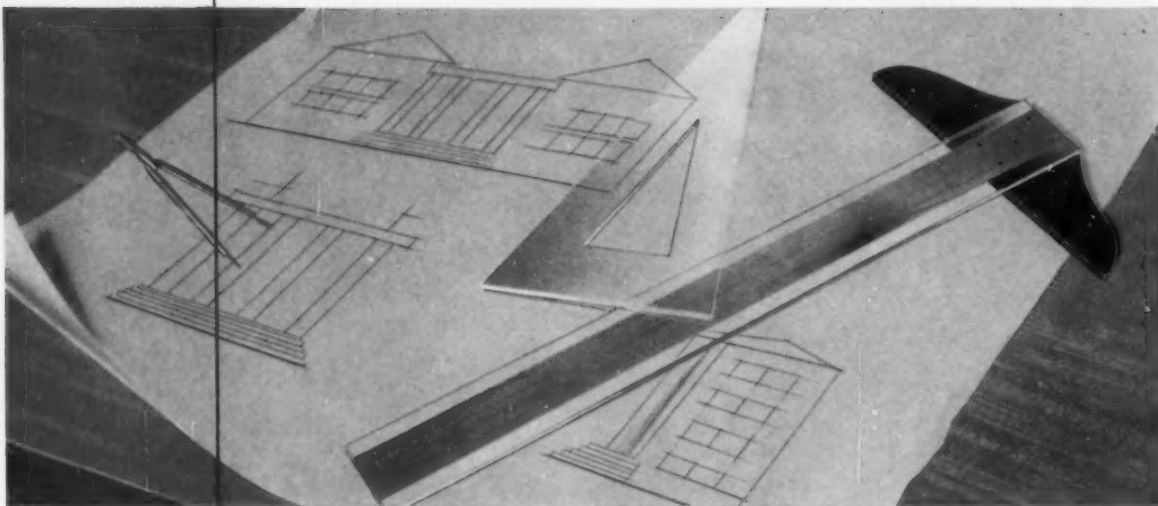
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the lasting utility of built-ins . . . plus amazing versatility—  
all are in this typical Dorm Line room by Simmons.

Now Simmons introduces a new concept of built-in beauty, flexible utility and economy in a complete line of dormitory furniture: the new Simmons Dorm Line.

Supremely contemporary in its graceful, clean lines, Simmons Dorm Line furniture is so flexible in its combination of units, colors, finishes and upholstery materials that it enables

you to achieve individual room effects easily, avoiding the standardized "dormitory" look.

The special beauty of Dorm Line furniture is apparent, not only in its modern design (by Raymond Spilman A.S.I.D.), but also in its wide range of harmonizing colors. With this beauty goes the proved durability of welded steel construction, so easy on the

school maintenance budget. All materials are practically indestructible.

The built-in features of Simmons Dorm Line furniture provide exceptional economy in room construction. Building costs are lower because of the efficient use of space and the minimum footage required per student. Where built in, the units qualify for government financing.

See next page for typical room arrangements and furniture illustrations.

## TYPICAL ROOM LAYOUTS with . . .

With left-hand page top illustration

Wardrobe 36" wide, 24" deep.

Chest 16½" wide.

Sleep lounge 75" long.

Desk 48" wide, 30" deep.

Bookcases 24" wide, 10" deep.

With top center illustration

Two wardrobes 36" wide, 24" deep equipped with chests 16½" wide

Twin desks 42" wide x 30" deep with bookcases hung outside.

With top right illustration

Four-door wardrobes 36" wide x 24" deep.

Chest 22½" wide x 10" deep.

Desk 48" wide x 30" deep with file drawer hung inside.

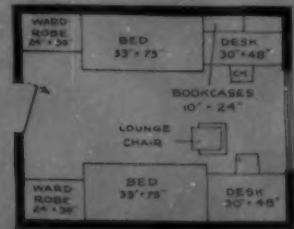


### WARDROBES

Wardrobes are 88½" high without the base, 24" deep, 36" or 48" wide. There are two styles of door construction available. The first has four doors—the two lower longer doors sliding, and two upper doors hinged. The second has two long sliding doors. Both styles have a storage shelf at the top. All units have steel frames to give rigid support without bulk. Sides, doors, shelves and bottoms of wardrobes may be ordered in Novoply ½" thick in any Simmons color, or in birch-faced Novoply finished like natural wood. Wardrobe bases are 4" high.

### CHESTS

Chests are 36" high without base, 18" deep and either 22½" or 16½" wide, with six drawers. They can be installed inside Simmons wardrobes (no base required) or outside the wardrobe on 4" bases. Frame and drawers are made of steel for strength and durability. Drawers have finger holes to eliminate hardware that can be twisted or broken off. Tops on all chests are of Fibersin, the almost indestructible plastic. Sides may be ordered in either Novoply with clear or painted finish, or birch-faced Novoply. Drawer fronts and frames may be ordered in any Simmons color.



## DESK AND ACCESSORIES

### Components:



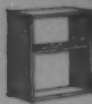
Desk sizes  
24" x 36"  
24" x 42"  
30" x 42"  
30" x 48".  
All desks 29" high.



Suspended  
drawers  
12½" x 16½"  
16½" x 16½".



File drawers 14½" x 30"  
14½" x 24". Unit shown  
17½" high. Available with  
glides for use on floor.



Bookcases 10" x 30"  
10" x 24", 24" high.  
Available with glides  
for use on floor.



Book shelves 36", 42"  
and 48" wide.  
Available with brackets  
for attachment to desk.



Bookshelf  
with fluorescent  
light fixture,  
36", 42", 48" wide.



F-2436-002  
24" x 36" desk  
with suspended  
pencil drawer.



F-2442-022  
24" x 42" desk with  
file drawer, suspended  
drawer. Book shelf  
hangs on wall.



F-3042-101  
30" x 42" desk  
with bookcase  
and pencil drawer.



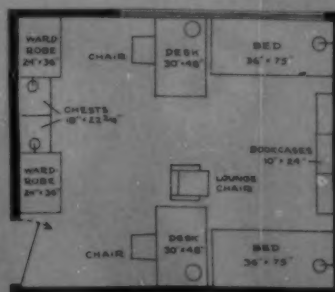
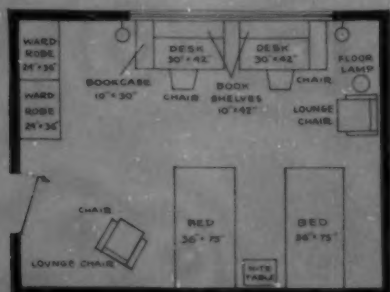
F-3048-111  
30" x 48" desk  
with bookcase and  
file drawer . . .  
suspended pencil drawer.



Sleep lounge—steel frame,  
no-sag springs, Beautyrest® mattress  
(made only by Simmons). Two bolsters.  
Full-length back rest of natural wood.

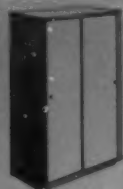


## NEW BUILT-IN DORM LINE by SIMMONS



## STORAGE UNITS

### Components:



Two sliding doors. 36" x 24" x 88 1/2" high. Has shelf and rod.



Two hinged doors, two sliding doors below. 36" x 24" x 88 1/2" high. Has shelf and rod.



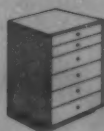
Two sliding doors. 48" x 24" x 88 1/2" high. Has shelf and rod.



Two hinged doors, two sliding doors below. 48" x 24" x 88 1/2" high. Has shelf and rod.

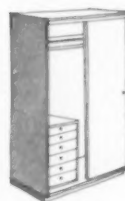


Six-drawer chest, 16 3/4" x 18" x 36" high.



Six-drawer chest, 22 3/4" x 18" x 36" high.

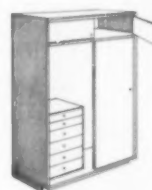
### Typical Combinations:



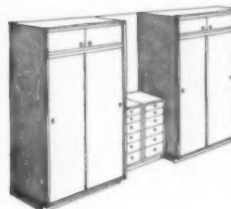
Two-door 36" storage unit on 4" base with 16 3/4" chest inside.



Four-door 36" storage unit on 4" base.



Four-door 48" storage unit with 22 3/4" chest inside.



Two 4-door 36" storage units on 4" bases, with two 16 3/4" chests on 4" bases.

## CHAIRS



Adjustable Dorm Side Chair F-786. Steel legs and frame, molded plywood seat and back.



Dorm Side Chair F-785. Steel legs and frame. Seat and back are molded plywood, comfort shaped.



Lounge Chair F-790. Welded steel frame; foam rubber over no-sag springs covered in Naugahyde or fabric.



Captain's Chair SF-633-300. Steel frame, foam rubber seat, covered in Naugahyde or fabric.

*A spacious effect...in small space...*

*with SLIMLINE furniture by Simmons*



SLIMLINE DORM ROOM #191 — With F-153-53 Beds,  
F-153-5 Chest, F-2442-011 Desk, F-790  
Lounge Chair, SF-601-200 Side Chair, F-210 Bookcases.



F-153-5 Six-Drawer Chest



F-153-55 Bunk Bed



F-153-4 Four-Drawer Chest



F-153-55 Bunk Bed Demounted

Here's furniture that upgrades and updates any room. Slender, trim lines and graceful proportions are easy to look at, easy to work with, easy to fit into crowded dorm rooms. Students love color—and they can have all the color they want with the complete Simmons color line. Welded steel construction means easy care, lasting durability. Slimline furniture is designed by Raymond Spilman, A.S.I.D.

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 One of Many Second Generation Hillyard Maintaineers.  
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"Young Mike" Heller has been a Hillyard Maintaineer for the past 7 years. When he surveys a floor and recommends restoration, treatment, or maintenance —

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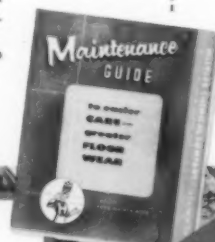
and he gets a special boost from the experience of his father, M. G. Heller ("Mike Senior"), who has a distinguished record of nearly 20 years as a Hillyard Maintaineer!

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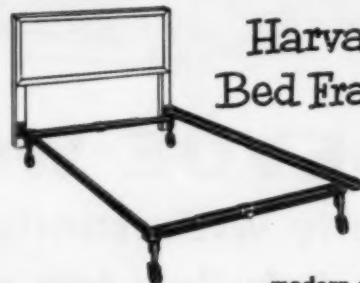
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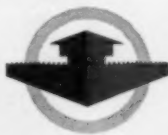
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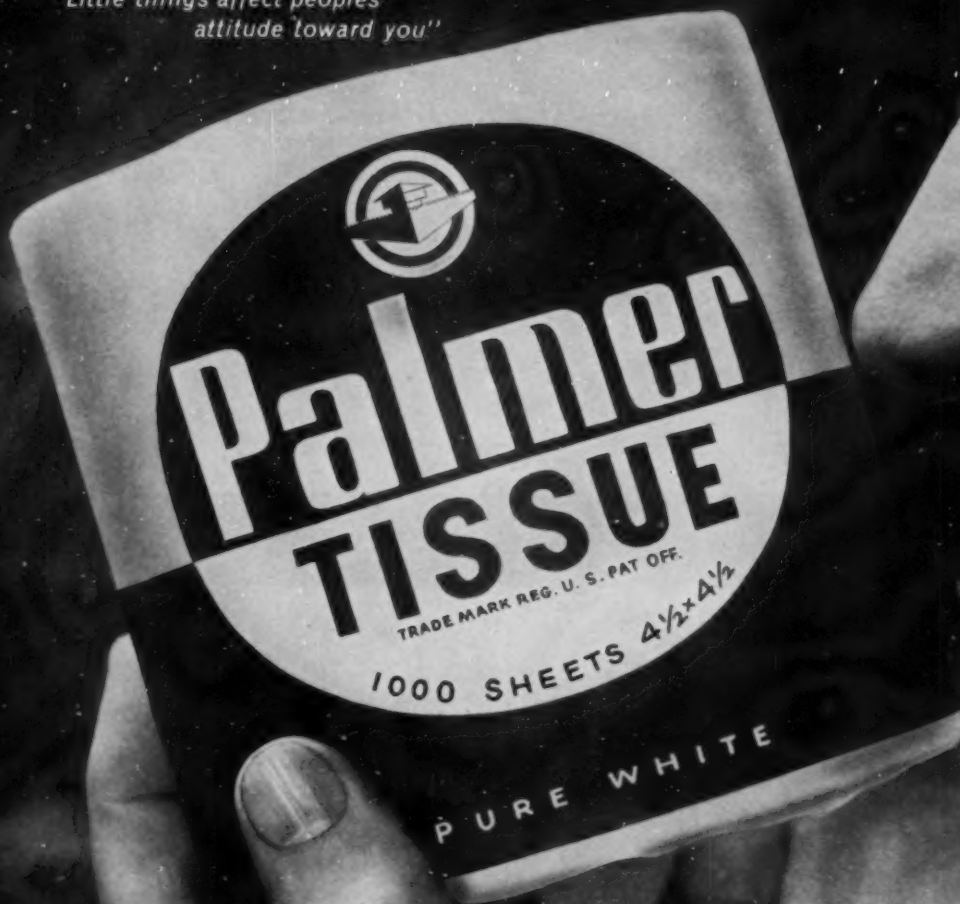
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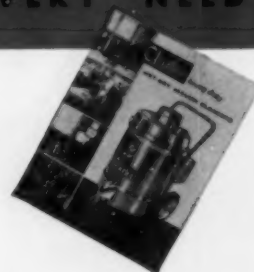
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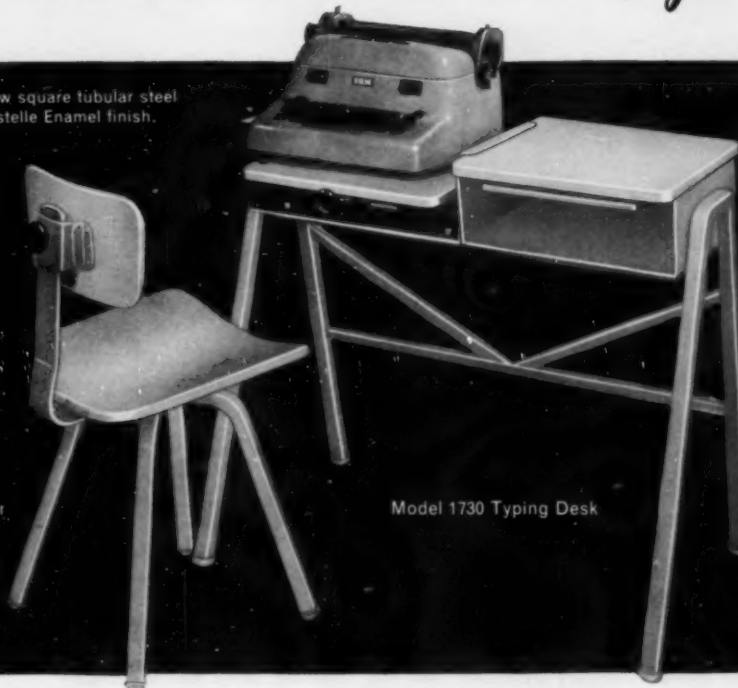
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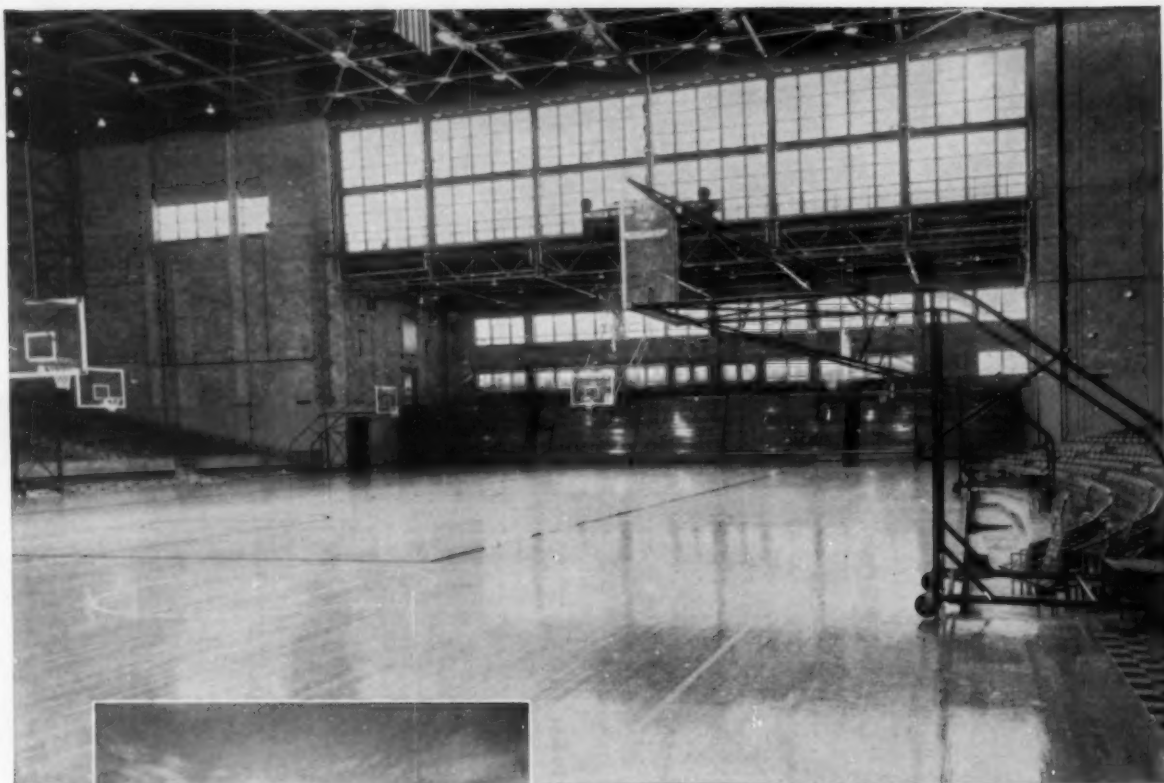


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# ACADEMIC FREEDOM

**CLARK LAURIE**

*Business Manager  
Utica College of Syracuse University, Utica, N.Y.*



"ACADEMIC FREEDOM" IS A TERM WE SOON HEAR when we join the management team of a college or university. If we didn't know the definition of the word when we arrived, we soon learned that it means the freedom due a faculty member to conduct research and publish the results and to discuss controversial issues in the classroom, provided they pertain to the subject matter. To put it another way, it is the inability to control a member of the teaching staff when he is teaching.

It would be grossly incorrect to say that only faculty members benefit from a climate of freedom on the campus. The same concept of freedom overflows into every aspect of college life, and especially into that of administration. Because of this climate of freedom, I contend that the business management staff has less supervision and more authority than do its counterparts in business or industry. I also contend that this lack of restraint permits a member of the business management team to do an outstanding job because he has the authority to implement ideas.

Because of this climate of freedom all of us have a serious obligation to review our own work and to analyze our own efforts to determine whether we are performing our duties efficiently and expertly. We have an obligation to ask ourselves the question: Are we taking full advantage of the opportunity that we have to do a good job?

This naturally raises another question: How can we measure our effectiveness? We know, for example, that we cannot use the same yardstick employed in business or in industry. In business the effectiveness of top management is frequently measured by the profit and loss statement. It has been the basis for relieving, promoting or transferring many business and industrial executives.

In a college or university we do publish an annual statement of income and expense, but if the income exceeded the expense side by a large amount, it probably would not be a source of commendation for us. It might rather be the basis of criticism because it might indicate that we have estimated our income poorly, and, as a result, have permitted our educational program to suffer because we did not know the number of dollars we had available for it.

If, then, we need a measuring device, what shall it be? My answer is the four commonly accepted functions of management, namely, organizing, planning, coordinating and controlling. If we are to do our job effectively, we must apply these functions in our daily work.

The text by Balderston, "Management of an Enterprise," states that "organizing is a prerequisite to assuring the performance of work because the assignment of definite responsibility and authority, with clear-cut relationships between jobs, is essential for effective group effort." Planning could be defined as the process of anticipating work requirements and making provision to care for them. Because of the importance of planning, especially in this era of expansion, we find many institutions projecting for five and 10 year periods their building program, curriculum development, and budget operation.

Terry, in his text, "Office Management and Control," defines coordination as concurrence in purpose and performance to procure harmony in action toward a common end. Coordination is achieved through good communication, good committee system, frequent conferences, and a real effort to cooperate with people.

Balderston defines controlling as the direction and manipulation of affairs and people to achieve a desired end. It means bringing about performance according to plan. Terry, in his text previously referred to, states: "Control includes the restraining, checking and motivating influences exercised by management. It requires a knowledge of what is being done, what should be done, what to do in order to rectify an unsatisfactory condition and, when necessary, the power to compel corrective action to be taken. Control keeps the activities of an enterprise within their proper channels."

Therefore, I suggest that in solving the many tasks that confront us daily, we tackle them with these four thoughts in mind. I also suggest that we frequently ask ourselves the question: "Am I effectively organizing, planning, coordinating and controlling?" Each function may not be applicable to every problem that crosses our desk but one will be and, in many instances, all will. #

# LOOKING FORWARD

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## **The President's Committee**

ADMINISTRATORS OF HIGHER EDUCATION SHOULD GIVE careful study to the specific recommendations included in the second report of the President's Committee on Education Beyond the High School. The report to the President covered five areas of concern, with a chapter for each: (1) The Need for Teachers; (2) The Need for Assistance to Students; (3) Expansion and Diversity of Educational Opportunities; (4) Financing Higher Education, and (5) The Federal Government and Education Beyond the High School.

*The Need for Teachers.* The committee gave top priority to the necessity of improving faculty salaries, welfare provisions, and recruitment technics. It recommended that the present national average for faculty salaries be doubled within from five to 10 years. Institutions were urged to utilize supplementary teaching resources such as business and industrial leaders, retired professional persons, and retired military personnel. Faculty was urged to use more effectively such teaching aids as television, to improve their teaching methods, and to reduce nonteaching duties that do not utilize their best talents.

*The Need for Assistance to Students.* The committee urged the abolishment of discriminatory policies of admission based on race, creed, color, sex or national origin, and recommended that high schools improve counseling service for capable students who might consider a college education. States and communities were urged to increase opportunities for loans to students on the basis of a more flexible extension of credit at low interest. It was recommended that any scholarship program that might be developed should include a provision that the institution should receive funds for educating the student above that which he pays through fees and tuition. It was urged that more research be conducted to determine the important factors in the decision of a student to continue or to drop his plans for higher education.

*Financing Higher Education.* States, corporations and all segments of society were urged to increase their support of higher education. It was recommended that maximum efficiency and use of plant facilities be achieved by accurate and scientific space utilization studies and research. A strong plea was made to improve all technics of management. Federal tax laws should be revised, according to the committee, so as to encourage larger contributions from individuals and corporations, and also to grant income tax credit to parents of children attending a college or university. It was suggested that in the

spring a state or regional agency should procure from colleges in the area the number of first year student spaces to be available in the fall in order to reduce the amount of unused capacity. The federal government was urged to make available grants-in-aid, similar to those of the Hill-Burton hospital program, to help colleges construct non-income producing facilities (classrooms, libraries, laboratories, administration buildings). It was recommended that universities receive full payment for costs of research conducted in behalf of the federal government.

*The Federal Government and Education Beyond the High School.* It was urged that the federal government provide leadership, data and services for higher education, but only in those ways that strengthen state and local effort, and that in no case should federal control be permitted. The lack of adequate data regarding higher education was deplored, and it was strongly urged that this deficiency be corrected immediately. It was recommended that the personnel and research activities of the U.S. Office of Education be enlarged and given a larger share of responsibility in coordinating educational activities at a national level and within the agencies of the federal government.

The second report of the Committee for Education Beyond the High School was a step forward from the generalities of the committee's first interim report. It has the merit of having been prepared by a committee of laymen and educators and in that sense might reflect in part the opinions expressed at the five regional conferences prior to the preparation of the report. It might be argued with some justification, however, whether the services and leadership of laymen and educators were properly utilized at such regional conferences. There was a lot of paper work, a spinning of wheels, and some summary conclusions evolved in such conferences which could have been achieved in half the time and with less "busyness."

It is interesting to note that a federal scholarship program is encouraged only on the condition that local, state and regional resources are inadequate to the task. The committee wisely has recognized that economic circumstances are not the major factor in the decision by the student to continue in higher education but that educational objective and motivation are fully as important. This is quite a departure from the opinions of those in education who have urged the subsidy of high school graduates as a "right" to which they were entitled irrespective of their motivation or economic status.

HIGHER EDUCATION HAS NOT BEEN subject to the introspection, analysis and development of systematic approaches to administration that have characterized business and industry, government, military service, and some other fields. Here and there presidents who are management-minded have provided leadership in a review of the aims of administration and the system of management. Business managers have been added, but their sphere of influence is appropriately limited. Occasionally some "emeritus" writes his memoirs or an incipient Ph.D. gets out of bounds of the traditional area of dissertation writing. But there has been no large-scale attempt to review and improve the management of educational institutions.

In any event, there has been no movement comparable to that of the scientific management approach in industry touched off by Frederick Taylor in the teen-age of this century or to the systematic analysis and reform in public administration initiated also in the early 1900's by the New York Bureau of Municipal Research.

Where is the equivalent in the field of higher education of the American Management Association, the American Society for Public Administration, or the Society for the Advancement of Management?

#### STARTING POINT

Accordingly, the first modification should be wider acceptance of the thesis that college organization and management is a subject appropriate for scientific study and that all colleges should make management improvement a part of their current and long-term objectives.

The reasons management thinking is a rare campus commodity are not difficult to uncover. A teacher of zoology, French, chemistry or art, regardless of his scholarship and intellectual contribution, usually will know little if anything about management. Yet the tradition of colleges is that faculties should be responsible for administration, and one faculty member is equal to another. Since the purpose of a college is to provide a community of scholars free from external or internal restraints, a college or university is obviously not subject to management considerations. A management ori-

From a paper presented at the 12th National Conference on Higher Education, sponsored by the Association for Higher Education, Chicago, 1957.

## ***What Modifications Can Be Made in Management Practices?***

**As competition increases for both the tax and the philanthropic dollar, contributors will begin to ask what results are being produced for each dollar contributed. We have too few of the answers. To provide them is the responsibility of management.**

**DONALD C. STONE**

*Former President, Springfield College, Springfield, Mass.*

ented president thus has two strikes against him at the start.

Approaches to the solution of this management problem can be encouraged through a number of channels: the agenda of national and regional educational conferences; courses and seminars, especially cooperative ventures between schools of education, public and business administration; special institutes, as, for example, the one at Harvard for new presidents; adequately financed research undertakings; the setting up of a national clearinghouse of management information, and the promotion of more gatherings to bring university presidents together with management experts from other fields.

What modifications in current prac-

tice will provide more effective operations?

The first question is not who does it, but should it be done. Thus college management, as any other type, begins with defining and redefining goals and objectives. Programs are then formulated to fulfill the agreed objectives.

Next comes the personnel to carry out the programs. If the endeavor is to consist of more than a plot of ground providing offices, classrooms and other facilities for "persons who think otherwise," there must be some semblance of organization. This means determination of who does what. Since these are decisions to be made daily, the system of making them, of providing for leadership and consultation,



of assuring freedom with responsibility in a collective effort, becomes of crucial importance.

Should philosophy professors decide who teaches Biology 103?

Should the controller set tuition rates?

Should the board of trustees be required to approve the award of diplomas to graduates?

Should the faculty, functioning as a collegial body, determine the distribution of salary increases?

Should the alumni association select the football coach?

Should a faculty committee on curriculum negotiate directly with a trustee committee concerned with the same function?

Should the president be assigned his duties by the faculty or by the board of trustees?

Who should have the responsibility for employment of a new faculty member—the trustees, president, faculty or the students?

Where should responsibility rest for student discipline—in the students, in a dean of students, in the department in which the student is enrolled, or in a committee of trustees?

Unless the myriad tasks are appropriately allocated and unless functions and relationships of each part of the organization are clearly defined and an effective doctrine of administration developed that enables all the persons and parts to function together in harmony, a college or university can, with little effort, become a disorganized anarchy bristling with armed camps.

The practices of institutions vary widely, and this is appropriate, but there also are wide and sharp disparities in the principles or doctrine with which these questions are approached. One institution may vest all functions and responsibilities in the board of trustees, which then delegates them at its discretion to the president; he in turn assigns responsibilities to the various schools, divisions, offices and committees. In another institution, functions and responsibilities may be vested directly in the faculty as a collegial body, with the president acting as errand boy between the two—a broker with a public relations assignment that could overtax the finesse of any mortal man.

In achieving effective operation, do we attach enough importance to the suitability of the functions and working relationships apportioned among the trustees, the president, the faculty

as a whole, and specific groups of faculty in schools, divisions, departments and other units of the institution? What arrangement will best facilitate the planning and implementation of educational and physical programs, the recruitment and growth of faculty and other personnel, the mobilization and effective use of financial resources?

What guides are reliable in working out this division of functions?

Thinking about the proper distribution of responsibilities quickly brings one to the question: In what kinds of policy and administrative matters should the faculty as a whole, or committees of faculty, be involved, as contrasted with reliance for leadership and consultation on the chain of responsibility flowing from president to deans, to directors of schools, to chairmen of departments, and so on?

#### PLAGUE OF DUAL ORGANIZATION

What college or university president is not plagued with the problem of dual organization and the necessity to decide into which "hopper" to channel a problem? On the one hand are the faculty and committees and councils of faculty, which in some institutions provide the primary arena for consultation and decision making. On the other hand are schools, divisions, departments and offices, each headed by an individual who is presumably accountable in some measure for achievement.

Should questions of concern to only a few members be made the subject of consideration in general meetings of the faculty? Should faculty committees and councils established to formulate policies or recommendations report to the faculty as a whole, or should they report to the appropriate dean or to the president? Some faculty committees, for instance those dealing with eligibility or admissions, or the award of scholarships, may be given final authority, subject always to some form of appeal or review.

But should committees concerned with such matters as curriculum, the award of honorary degrees, graduate standards, or library services exercise deciding authority, or should they function within a framework of consent and accountability? Under the latter approach decisions of the committee would obviously be final on ordinary matters, although any issue could be reviewed in the proper channel, but action on important policy

or exceptional matters should be given assent by the appropriate dean, perhaps by the president, or, in very significant cases, by the trustees.

To put it another way, should the librarian be subordinate to the library committee which sets library policies, or should the library committee be essentially advisory to the librarian and to the dean or president to whom the librarian reports?

Faculty members everywhere complain of the inordinate amount of time they spend in committee meetings. Their burdens are bound to increase as higher education becomes still more complex and enrollments continue to rise. The administrative procedure in some colleges appears to be so complicated anyway that few, if any, significant decisions can be reached within a normal life expectancy. The value of the time consumed in this process would be shocking if reflected in the institution's financial reports. Is a college or university warranted in asking business corporations or philanthropically minded individuals to contribute funds to the support of such waste of human effort?

Perhaps the cumbersome management practices found on some campuses are designed to ensure academic freedom against encroachment by the administration or trustees or reflect the assumption that the delegation of final authority for decisions on general administrative matters to self-perpetuating faculty organs is democratic. One sometimes encounters the notion that every faculty member should share in every decision or have representation in the making of each decision. The desire to have a hand in shaping the nature of affairs is natural in a community of scholars. The difficulty is that, even if scholarship and administrative abilities were synonymous, there would still need to be orderly distribution of duties.

#### AUTHORITY SHOULDN'T BE DIFFUSED

Progress in human institutions takes place through the exercise of leadership under responsible controls. This requires a setting that encourages initiative, negotiation and consultation, yet provides opportunity for holding individuals accountable for results. This philosophy has produced the dynamic character of American industrial, governmental and voluntary community organizations, as well as education. Too often presidents, deans and other administrators in colleges and univer-





Higher education must find ways to make informative evaluations, quantitatively, qualitatively, and in terms of cost. Institutions differ widely in the amount they spend for educating one student in a particular field. The quality of education may or may not vary proportionately.

neering and imaginative approaches to the setting of teaching standards, evaluation of teaching competence, and methods of improvement? Evaluation and the initiation of corrective measures are essential tasks of management.

We thus see that management is concerned with maximizing individual contributions and with bringing about habitual and creative relationships which fulfill efficiently, and with satisfaction to the participants, the goals of an enterprise.

In this and many other respects, the management of a college or a university is similar to that of any other organization. In the realm of ideas, scholarship and provision of creative experiences for students, the objectives of a college are less easily defined and its accomplishments are evaluated with more difficulty than those of an organization producing a material product. On the other hand, would it be easier to evaluate the work of the Department of State than that of a college?

But higher education must find ways to make informative evaluations, quantitatively, qualitatively, and in terms of cost. Institutions differ widely in the amount they spend for educating one student in a particular field. The quality of education may or may not vary proportionately. In any event, we have only the vaguest notions of what is a justifiable unit cost.

Surely there is a legitimate limit on the amount of endowment and annual contribution income required per student. If educational opportunities are to become more equitably distributed for talented students with high social motivations, progressive institutions restricted by limited revenues must become better prepared to demonstrate that dollars contributed to them can produce higher education mileage than to institutions that are relatively well off financially.

In brief, if colleges and universities are to cope with the increased load of students and obtain sufficient and proportionate tax funds (if public) and contributions (if private) to provide high quality education for all qualified youth, they must become far more resourceful in the presentation of programs, accomplishments and costs. As the competition for both the tax and philanthropic dollar increases, contributors will begin to ask what results are produced for each dollar contributed. Today we have few answers. Is it not management's responsibility to provide the answers? #

sities find themselves in a different kind of climate.

Other kinds of organizations have been able to develop democracy in the administrative process without setting up barriers to cooperative participation through a diffusion of authority and accountability. It is possible for all parties concerned with an issue to participate in its solution without running into road blocks erected by authoritarian committees.

Are not the same principles of participation and consultation, through channels which recognize primary and secondary interest, also appropriate to educational institutions?

High quality of personnel is the primary need of every college and university. It is increasingly urgent that institutions that hope to attract their share of the present and prospective scarcity of talent should adopt progressive and effective policies and practices in respect to classification, compensation, recruitment, development, promotion, tenure, and removal of teaching faculty, nonteaching faculty, and other personnel.

Present doctrines must be reassessed to determine whether they conform to the realities of a mature society and current insights in personnel management. Faculty tenure finds its justification in the need for assuring academic freedom for the teacher and scholar. Such freedom, of course, must be zealously preserved, but tenure can become a cloak for the indolent.

Once academic freedom is assured under an appropriate tenure policy, should not continuity, compensation, promotion and removal have some relationship to the satisfactory performance of the individual as a teacher and scholar? To what extent do the personnel policies of an institution put unnecessary barriers in the way of rewarding initiative, diligence and creative work, on the one hand, and, of condoning poor or careless teaching and irresponsible handling of assignments, on the other?

In order that the quality of teaching may be steadily improved and individuals rewarded in some relation to their contribution as teachers and scholars, do we not need more pio-

Are you . . .



Venturesome? ☐



Inquisitive? ☐



Discriminating? ☐



Enthusiastic? ☐

## A Check List for Choosing a College —

WHERE DO WE GO FROM HERE? IS A question that might aptly be applied to colleges and universities that face steadily increasing enrollments, and, because of limited facilities, must select a mere handful for admission.

Recently, the administrative staff of Bard College, Annandale-on-the-Hudson, N.Y., asked itself this very question.

Just what, it wanted to know, do we expect of our student body? What type of students do we want? Most important of all, how do we go about getting the kind of young men and women we would like to have?

The first requirement, the administrators decided, was that candidates for admission to Bard should qualify on certain general bases. They should, in addition to being academically capable, be enthusiastic, independent, original, perceptive, responsible, articulate and open-minded.

To reach these prospective students, the college decided to appeal to them on a level that was, of itself, original, interesting and venturesome.

Each year, Bard had issued regulation bulletins and catalogs to some 2000 guidance counselors in high schools throughout the country. Although it had no intention of discontinuing these publications, the college

thought that a new approach might be helpful.

A second consideration was that the usual promotional material was rather expensive, with catalogs costing about 25 cents a copy and view books about 20 cents each. A small, informal brochure could be prepared for a fraction of the cost.

The next step was a meeting of administrators, faculty members, and students to decide what should go into the admissions booklet. "We had a Madison Avenue type of conference," explained James H. Case Jr., president of Bard. "The big problem was trying to describe in a few words the kind of student we wanted and who would want to attend our college."

What resulted was a clever, amusing but nonetheless thought-provoking bulletin telling in short order what students could expect from Bard. Set up in quiz form—with brief phrases and funny sketches—"Where Do We Go From Here" became a check list for choosing a college.

The leadoff was the simple question: "Are you?"—and then came the pertinent queries—venturesome, inquisitive, discriminating, enthusiastic, independent, original, perceptive, open-minded, articulate, self-searching and responsible? Each question was illus-

trated with a lively pen sketch by Ronald Chase, an art student. For example, the venturesome students were depicted launching into a super de luxe banana split which boasted 24 balls of ice cream, half a dozen bananas, and assorted sauces and tidbits.

After a run-down on qualifications, the brochure wanted to know if students were all these things *enough* to want the kind of college where they: choose their own courses, have an off-campus project of study or work for two months a year, have a wide variety of friends with real intellectual interests, have an individual conference each week with faculty advisers, consider the library the hub of the educational program, are expected to take an active part in student government, must work independently, experiment and think for themselves, value the arts as much as other academic fields, and are taken seriously as individuals by faculty and fellow student.

If so (the answer was), Bard may be the college for you.

A quick look at the educational policies of Bard College might be an important clue to why officials of this institution thought such a booklet would be suitable and even particularly



Independent? ☐



Original? ☐



Perceptive? ☐



Responsible? ☐

## Are you these things

(and a number of others not reproduced on these pages)

enough to want the kind of college

## as presented in Bard's breezy bulletin

### ANN DeSANDIS

Director of Public Relations, Bard College, Annandale-on-Hudson, N.Y.

helpful in attracting a certain type of student.

Bard's primary goal, as illustrated in the brochure, is to encourage students to be creative, to think for themselves, and to develop an interest and understanding of knowledge in the largest sense.

Because of its high ratio of one full-time member of the faculty to every seven students (more than twice as great as in most other colleges and universities), Bard operates on a seminar, indeed, almost on a tutorial, basis. This program alone is a stimulant for the thinking student and gives him a chance to develop his own opinions and test them against the theories of his fellow students and his professor.

Projects such as the Winter Field Period add to this policy. For seven or eight weeks each year Bard students must leave the campus to take jobs in the business and professional world in which they will later live and work. Some students take employment in a field in which they hope to make their careers. Others work in fields related to their academic program, or, for contrast, in wholly unrelated areas. Often, the field period has proved a turning point in a student's life. It helps him decide whether his chosen major is really for him, or whether he would

be happier and more effective in another area of study.

The test of a Bard student's independence and resourcefulness comes with the senior project. This entails the undertaking of a critical or creative writing, the translation of some significant foreign book not available in English, research or scientific experimentation, or the review and evaluation of an important social movement, school of thought, or artistic production.

For example, a music major may give a piano or organ recital; drama students write, stage, direct and produce a play, or an art major hangs his first exhibit. Although these projects are under the direction of a faculty adviser, the burden of the work falls on the students' shoulders.

The administration's ideas for the new booklet were soon proved correct. Since the initial mailing of the brochure last fall, the college has received requests for more than 10,000 additional copies. The project also proved to be a good bet money-wise, because the printing cost was only 2½ cents a copy.

Bard knows what it wants from its students, and students know what they want from Bard. Both stand an excellent chance of being satisfied. #

## WHERE . . .

- you choose your own courses ☐
- you have an off-campus project of study or work for two months every year ☐
- you have a wide variety of friends with real intellectual interests ☐
- you have an individual conference every week with your faculty adviser ☐
- the library is the hub of the education program ☐
- you are expected to take a hand in college government ☐
- you are expected to work independently, experiment and think for yourself ☐
- you exchange ideas with other intelligent students ☐
- the arts are as important as other academic fields ☐
- a great many students go on to first-class graduate or professional schools ☐
- there are no sororities or fraternities ☐
- there is one full-time teacher for every seven students ☐
- you are taken seriously as an individual by faculty and students ☐
- most classes meet once a week in small two-hour seminars ☐
- an unusual amount of your work is research ☐
- students get excitement and pride from their work ☐
- good thinking, talking, writing and working are more important than anything else ☐

then the college for you may be

**BARD**



# Professors or Brick, Which?

**Maybe we can have both guns and butter, as we did during World War II, but we would be wise not to postpone making substantial improvements in faculty salaries in our haste to build more classrooms, residence halls, and laboratories**

**T. B. WOODMORE**

*Bursar, Middle Tennessee State College, Murfreesboro*

LIKE THE OLD GRAY MARE, THE DOLLAR bill ain't what it used to be. No group in the nation is more keenly aware of this than the approximately 261,000 teachers in our 1871 institutions of higher education.

After the close of World War II, as controls were weakened and later removed, prices mounted rapidly, leveling off in 1948. In 1951 prices advanced again, reaching a new plateau in 1953, where they remained fairly stable until the last half of 1956, when they began to move upward again.

Many groups in the population were in position to boost their incomes sufficiently not only to keep pace with inflation but to share in the nation's increased productivity. Congress took care of congressional and upper-bracket federal salaries. Labor unions asked for and received substantial wage increases from time to time, some of which were automatically geared to the cost of living.

Those charging fees were in position to adjust these to the increasing price level. Elementary and high school teachers in the states and municipalities had sufficient strength through efficient organization, voting power, and, in isolated instances by resort to a strike, to command the attention of those who levy taxes and fix salaries; and the farmer had his parity until the bins ran over.

Teachers in the colleges and universities, widely scattered throughout the

48 states, have little political or economic bargaining power. They are without the services of any agency by which their economic position might be kept before the public. Their only recourse for relief from the economic squeeze has been in appeals to boards of control and to college presidents.

## **MEDIAN SALARY \$5243**

The National Education Association recently released a study by Ray C. Maul of the salaries paid in 730 colleges and universities during the school year 1955-56. It reveals that the median salary paid to the 78,613 teachers involved for full-time work for nine months, all ranks included, was \$5243. This means that 39,306 of these teachers received \$5243 or less, and the same number received this amount or more.

Of the teachers included in the study, 9.65 per cent received \$8000 or more, 23.09 per cent from \$6000 to \$7999, 53.14 per cent from \$4000 to \$5999, and 14.12 per cent less than \$4000.

Assuming that the salaries paid in the 730 colleges and universities are representative of the salaries paid in all institutions of higher education, the application of these percentages to the 261,000 teachers gives the following figures: 25,186 with salaries above \$8000; 60,245 with salaries from \$6000 to \$7999; 138,707 with salaries from \$4000 to \$5999, and 36,859 with salaries under \$4000.

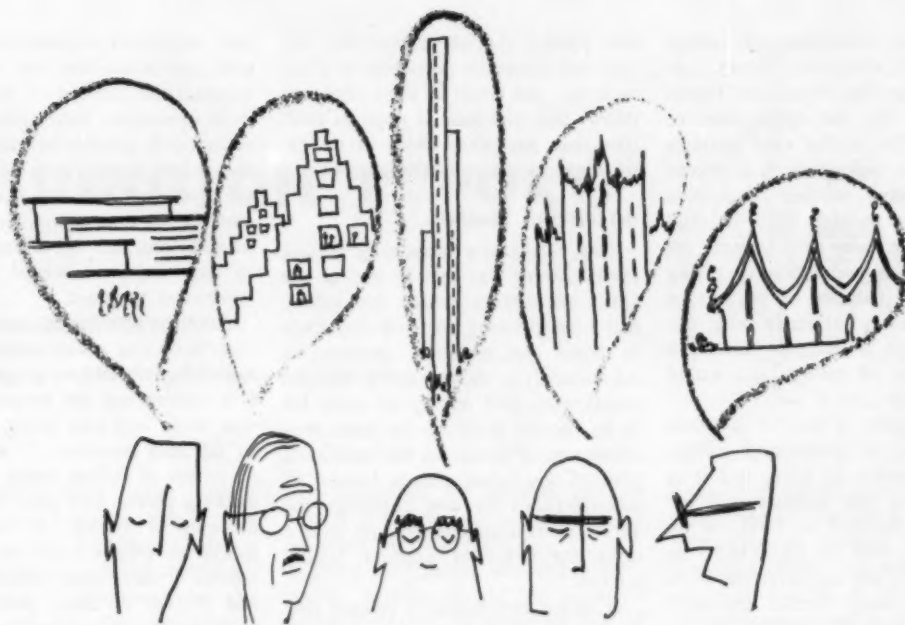
Median salaries according to rank, in the 730 institutions studied, were: professors \$7076, associate professors \$5731, assistant professors \$4921, and instructors \$4087.

Classification by type of institution reveals considerable variation in the median salaries paid. In the 12 municipal universities included, the median salary for all ranks was \$6435. In state universities the figure was \$5649, in nonpublic universities \$5585, in land-grant colleges \$5458, in teachers colleges \$5401, in junior colleges \$5127, in state colleges \$4992, and in nonpublic colleges from \$4756 in the larger colleges to \$4081 in those with enrollments of less than 500 students.

Many comparative figures today use 1939 as a base, and it is interesting to note what inflation and taxes have done to the salary dollar since that date. During September 1956 the National Industrial Conference Board, in its "Road Map of Industry," reported that in 1939 the married couple with two children and a \$3000 income paid only \$30 in federal income and social security taxes, leaving a net of \$2970; and that, to end up with an equivalent amount today, an income of \$6122 is required, as taxes now take \$669 and loss from depreciation of the dollar amounts to \$2483.

A family of four with a \$3500 income in 1939 paid \$35 in federal taxes, leaving a net of \$3465. Today, to have an equivalent amount, \$7290 is required as federal taxes require \$920





and the loss from inflation amounts to \$2905. A family of four with a \$5000 income in 1939 requires today \$10,583 to match the 1939 salary, says the Conference Board report.

Such salaries would make no provision whatever for sharing in the national economic increment of approximately 4 per cent per year during the postwar period, nor would it take into account the enactment, or increase, in state sales and state income taxes during those years.

Salaries and wages, generally, are based on the job to be done. It would seem in the case of college and university teachers that this is not the basis of determination. Their salaries do not indicate that they train our doctors, dentists, ministers and engineers; our elementary, high school, and college teachers; our architects, accountants and extension workers; many of those engaged in farming, in homemaking, in commerce and industry, in government, and in all other pursuits in which Americans engage.

It would be impossible to assess the value of their services in the field of research alone. In addition to numerous projects performed by higher education on its own, it does much research for government and for private industry, and trains the numerous technicians and research workers for the many laboratories maintained by American industrial enterprises.

In this connection, it is interesting to note that a single industrial enter-

prise (DuPont) in 1954 maintained 32 research laboratories located in 22 cities and towns in which it employed 2100 technically trained men and women, about a thousand of them with Ph.D. degrees. In its Jackson laboratory at Deepwater Point, N.J., it had 114 men and two women, all with doctors of philosophy degrees, 107 of them trained in 42 American universities and nine of them trained in eight foreign universities.

It is difficult to reconcile the salaries paid to more than half of our college and university teachers with their contribution to the nation. When compared to present-day earnings in other professions, and in the trades, there is little financial incentive to those who would invest the time and the money required in obtaining the graduate training now demanded of college teachers. Many of them have families and a mortgage, or they are paying the comparatively high rentals that usually prevail in college communities.

The condition that will give greatest promise for substantial improvement in college faculty salaries is one wherein college administrators, boards of control, tax supporting units, alumni and other individuals, church supporting groups, commercial enterprises and the foundations, all give top priority to providing these increases.

There is grave danger that these needed increases may be overshadowed

and shunted aside by plant expansion during the years immediately ahead. Recently, the president of one of America's oldest commercial enterprises was quoted as follows: "In the next 15 years we shall have to build in this country facilities for higher education equal to all of those built since the landing of the Pilgrims."

Peter F. Drucker in the July 1956 issue of *Harper's* magazine wrote that needed facilities for the additional college students that would be enrolled by 1975 would represent "twice as much as all the college plants that have been built in America since Harvard was founded in 1636." Whether intended or not, the stress in these expressions is exclusively on expansion of physical plants.

There are other reasons why plant expansion could, during the years immediately ahead, absorb a major part of the additional funds that will be made available to higher education. Benefactors, particularly individuals and families giving sizable amounts to colleges and universities, usually think in terms of buildings; and alumni and the area in which a college is located judge its progress largely by the expansion of its physical plant.

Regardless of today's building costs of two and one-fourth times those of 1939, and the highest interest rate on bonds in more than 20 years, there must be continued vast expansion of the physical plants of our institutions of higher education. (Cont. on p. 34)

In 1953 a committee of college registrars and admission officers published "College Age Population Trends 1940-1970." By the application of mortality tables to the vital statistics records of the various states, it arrived at the indicated number of persons of college age through 1970. It could not, of course, take into account the mobility of the population in giving the indicated number of persons of college age for a particular state, nor did it attempt to estimate what per cent of those of college age would attend college.

In this report, 8,192,783 is given as the number of persons of college age in the nation in 1956, and it is indicated that this number will increase to 11,669,949 in 1965, or by 42 per cent, and to 13,609,831 in 1970, or by 66 per cent over the 1956 figure. This study further indicated that the problem of providing for increased enrollments will vary greatly in the various states.

#### THINGS TO TAKE INTO ACCOUNT

It would seem the part of wisdom for any institution, in studying its need for plant expansion, carefully to take into account all of its presently available space, its plan for scheduling classes, and its student-teacher ratio.

In a survey of higher education in Ohio released in 1956 certain conclusions relating to the needs for plant expansion, faculty salaries, and other phases of higher education in that state are set out. John Dale Russell in the September 1956 issue of *Higher Education* summarizes some of the recommendations and findings of that survey.

It is recommended, for instance, that the state develop plans for community colleges in a considerable number of centers in Ohio to help take care of increasing enrollments. It found that there was a serious shortage of funds with which to pay adequate salaries to faculty members already employed and that in too many cases the institutional leaders have "set their sights too low" in considering their plans for the improvement of faculty salaries; that expansions in enrollment in the future should not be matched by comparable increases in the number of faculty members, but that it would be better to allow the student-faculty ratio to increase and to use all the possible funds that can be made available to improve the salaries for the present number of instructional staff members. The survey

also yielded the impression that college and university presidents in Ohio, as a rule, put more of their time and energy into problems of physical facilities than any other phase of institutional planning and development.

#### INTERESTING FINDING

One particularly interesting finding of the survey was that in one of the Ohio institutions, where the faculty had been pressing for new buildings to house the academic program, a critical analysis showed that a doubled enrollment could readily be cared for in its present buildings by some well advised modifications in the traditional plan of scheduling classes. Instead of seeking funds for new buildings, the efforts of this college will go into a drive for funds to improve faculty salaries.

It seems reasonable to assume that the country is in position to finance: (1) substantial salary increases for faculties presently employed, (2) salaries for the additional teachers that will be required to handle the increased enrollments during the next decade, and (3) the necessary expansion in physical plants.

In *Business in Brief* issued by the Economic Research Department of the Chase-Manhattan Bank, the first statement in the October 1956 issue is: "Business activity is again approaching the limits set by manpower, materials and plant capacity." Most of the economic predictions of early 1957 were optimistic.

But, regardless of the country's favorable economic position and its ability to finance the expanding requirements of higher education, a college or university needs to review frequently its way of doing things.

During the depression of the Thirties, much was heard of efficiency and economy in higher education. Not referred to so often today, the maintenance of these conditions is a continuing obligation of every college and university to its students, and to those who pay the difference between the part the student pays and the cost of providing his instruction.

It is possible for auxiliary enterprises such as college bookstores and cafeterias to sustain losses, large in the aggregate, which have to be made good from funds intended for the educational program of a college. Occasionally, teachers and liberal arts colleges operate college farms. In such instances, it is difficult to find

any important connection between such operation and the educational programs in colleges of this type. In these operations, losses year after year are not only possible but they are probable. Frequently, such undertakings are not charged with management costs or for new equipment and capital additions, thereby consuming funds in large amounts needed in the instructional program.

Another activity in many colleges that will bear close scrutiny is the intercollegiate athletic program. There is a widespread but erroneous belief that these activities bring in money in fabulous amounts. It is true that a number of college teams with great drawing power, in a year, collect large amounts of money. A few football games are played every season before crowds of more than 100,000 persons, and 50,000 or more people are in attendance at quite a number of games.

However, for every college with such teams there are several others where gate receipts are modest or inconsequential. Many of the smaller colleges, some with good teams and attractive schedules, are able to collect only nominal amounts from this source. As a result, fees collected from students and college funds are paying the major part of the cost which, in institutions with what seems to be reasonable programs, runs a minimum of \$60,000 to \$75,000 per year when all items chargeable to intercollegiate athletics are included.

With efficient management and wisdom in expansion, higher education will be able to meet the increased demands which the years immediately ahead will bring. During World War II we had guns and butter, and we shall be able to have professors and brick if we do not allow frightening terms such as "the oncoming tide" and "inundation" to cause us to lose our sense of proportion and over-expand faculties and physical plants.

#### IMMEDIATE PROBLEM

But the immediate and urgent problem facing higher education is the substantial improvement of the salaries of those presently teaching. Few meetings are more important, or contribute more to the progress and welfare of the nation, than those that occur when these teachers face their students in the college classrooms of the country or move among them in laboratories and around drawing boards. #

# WASHINGTON REPORT

**RUSSELL I. THACKREY**

Executive Secretary  
American Association of Land-Grant Colleges and State Universities



SOME WIDELY HELD IDEAS ABOUT higher education deserve more examination than they usually get. One is the notion that our recognized shortages of trained manpower are due largely to the fact that not enough able individuals have the motivation and the money to go to college, and that the way to correct the situation is to inaugurate a vast scholarship program.

Another is the idea that direct federal aid to educational institutions somehow carries a threat of government control and domination which is not present in programs of indirect federal aid or in contract and specific-grant programs carried on by federal agencies.

To take the first idea first: If the number of legislative proposals relating to education introduced in Congress is any guide, it is clear that the American public thinks the primary need for federal action in the field of higher education is for a federal scholarship program.

This is not surprising. Our shortages of trained manpower, particularly in science and engineering, have been well advertised. The advances made by the Russians have been the subject of a flood of articles, speeches and books. Wide publicity also has been given two or three studies, some of them now several years old, indicating that about half of the upper-ability high school graduates do not go to college, and that about half of these don't go because they lack the necessary funds.

What more natural than there should be a flood of bills in Congress proposing national scholarship and

loan programs, the creation of new federal academies for various specific purposes, and the like?

There are *general* scholarship bills, whose benefits would be available across the board regardless of field of study chosen or institution attended. There are *specific* bills, whose benefits would be restricted to those who agreed to become engineers, scientists, mathematicians, doctors, nurses, teachers, officers in the armed services, and so forth. There are bills to extend educational benefits to veterans beyond the Jan. 31, 1955, cut-off date, to increase benefits to veterans, to give scholarships to children of veterans if they will study science and engineering.

Somewhat related to these are bills to establish new federal academies. They include a Foreign Service Academy, Technical Assistance Academy, Armed Services Medical Academy, Armed Services Nursing Academy, Women's Armed Services Academy, National Science Academy, and others. Most of the scholarship bills would pay whatever benefits there are to the student, with an upper limit based on need and ranging from \$700 to \$1000.

At the other extreme, some would pay nothing to the student but pay the institution for his fees, books and supplies. Still others would pay a stipend to the student and also pay the institution its fees. There are those that would pay the institution its instructional cost, on a formula basis, a proposition that seems to be reasonable if you are going to pay the institution at all, since it relates payment to cost of services rather than to an arbitrary fee that has no necessary relation to cost.

Then there are the loan proposals. Some are combined with scholarship bills; others would limit all aid to

loans or to federal insurance of loans. One interesting variant is to offer loans to prospective students, but to cancel a portion of the loan each year if the recipient teaches or does something else Congress considers in the national interest.

There is also a proposal for cash awards for all high school seniors who pass a stiff mathematics test, with another award if they do well in freshman college mathematics.

What is wrong with these proposals?

It is true there is a current shortage of manpower in science and engineering and virtually every other profession. And there's no doubt that many thousands of young people of high ability need financial help to go to college.

The question is whether scholarships constitute the most urgent need in American higher education as far as government action is concerned. And will a large-scale program accomplish what its sponsors think it will?

In the first place, the basic and major cause of our manpower shortage *now* is the low birth rate of the 1930's. The only reason we are as well off as we are is that enrollments in higher education are 80 to 90 per cent higher than they were 20 years ago, though the numbers of college age are no greater. We are moving, however, into a period in which the numbers of young people of college age will increase rapidly.

Our basic problem of higher education is like the so-called "water problem" in the community where I live in Fairfax County, Virginia. We don't get enough water, but it isn't because there is a shortage of water. It's because our water mains are too small. We can't get enough water through our existing mains to take care of a growing community without either

From a paper presented at the annual meeting of the Central Association of College and University Business Officers, Houston, Tex., 1957.



putting in larger pipes or building up so much pressure the existing ones may burst.

My point is that our primary problem in higher education is provision of staff and facilities to meet our needs in quantity, quality and variety. Aid to individuals to enable them to attend college, or to attend a different college from one they could attend unaided, is secondary right now to the emphasis that *must* be placed on expanding institutional opportunities and on keeping fees down so that most young people can make it through college without scholarship aid. We did *not* develop our American system of widespread availability of higher education at low cost primarily by providing scholarships. We developed it through establishing and supporting colleges and universities.

#### NEED FOR STAFF, FACILITIES

The most widely publicized shortage is, of course, of scientists and engineers. Less widely known is the fact that enrollments in engineering and physical science have been increasing in the last three or four years at a rate far in excess of enrollment increases generally. Both the Engineering Manpower Commission and the Scientific Manpower Commission agreed in a recent joint statement that *the problem is no longer one of recruitment but one of providing staff and facilities*. It is a mockery to talk about the need for more scholarships in some of our states, where hundreds and even thousands of qualified and able students want to go to college and *would* go without help if facilities and instruction were available at reasonable fees.

I have one more reservation about a large-scale federal scholarship program. If it is defensible, it is on the ground that it would actually get many able people into college who wouldn't go otherwise. It is generally justified on the basis that half of the students of the upper ability don't go to college. This may be true. However, on the basis of a recently published survey of 1956 college attendance by members of the 1955 Kansas high school graduating class, I would estimate that at least *three-fourths* of the upper 20 per cent of Kansas high school graduates of ability were in college the following fall.

The same survey reported that half the states do not have figures on the percentage of their high school graduates who attend college, but that

among those who do it runs from 20 per cent to well over 50 per cent of all high school graduates.

The proportions of high-ability young people not going to college is much greater in some states than in others, and some of the states with low percentages of college attendance are among the highest in economic capacity.

This is not a problem that a national scholarship program is well adapted to handle. It would inevitably operate so that a high proportion of scholarships would go to persons who would enter college anyway.

Now I would like to examine the argument that direct general governmental support of higher education involves great dangers of governmental control, whereas if the money comes through contracts or research grants for specific projects or attached to scholarship programs, little or no danger of federal control is involved.

#### LAND-GRANT SYSTEM

The land-grant system of colleges and universities was established by federal initiative more than 90 years ago and has received some federal support ever since. Federal funds go to land-grant institutions for general support of teaching, agricultural research, and agricultural extension work. There have been no serious difficulties as to federal control. Now what about the programs of the federal government under which it contracts for specific services or carries on specific and limited activities? Many college presidents—and there may be some business officers—are vigorously opposed to "federal aid" to higher education because of the "dangers of control" involved, but, at the same time, they see no hazards in contract programs.

I have been in Washington for more than 10 years, and during that time some major issues involving federal interference or control have arisen. *All* of these have been in connection with contract or other specific programs. Some of our most troublesome experiences were with the Veterans Administration during the World War II program, in which fees on behalf of veteran students were paid to the colleges. As a part of regulating the veteran, the Veterans Administration on various occasions interfered with what the colleges and universities clearly and emphatically thought were internal educational matters.

A number of leading universities withdrew from the United States Armed Forces Institute correspondence study program a few years ago because of a clause in the proffered contract that gave the army the right to require the institution to dismiss a staff member on request. This provision was later eliminated. The army R.O.T.C. flight training contracts now being offered carry a similar provision. It has been only recently that unclassified research contracts were freed from so-called security requirements that caused the gravest concern to university administrators and staffs.

There are other examples of legislative or administrative requirements attached to specific scholarship and fellowship programs. Indeed, the direct-grant programs of the land-grant institutions are among the freest from special requirements of any program under which federal funds flow to institutions. Because conditions attached to direct federal support of institutions most clearly raise the issue of educational and academic freedom, they are the programs that are least likely to have undesirable conditions attached to them.

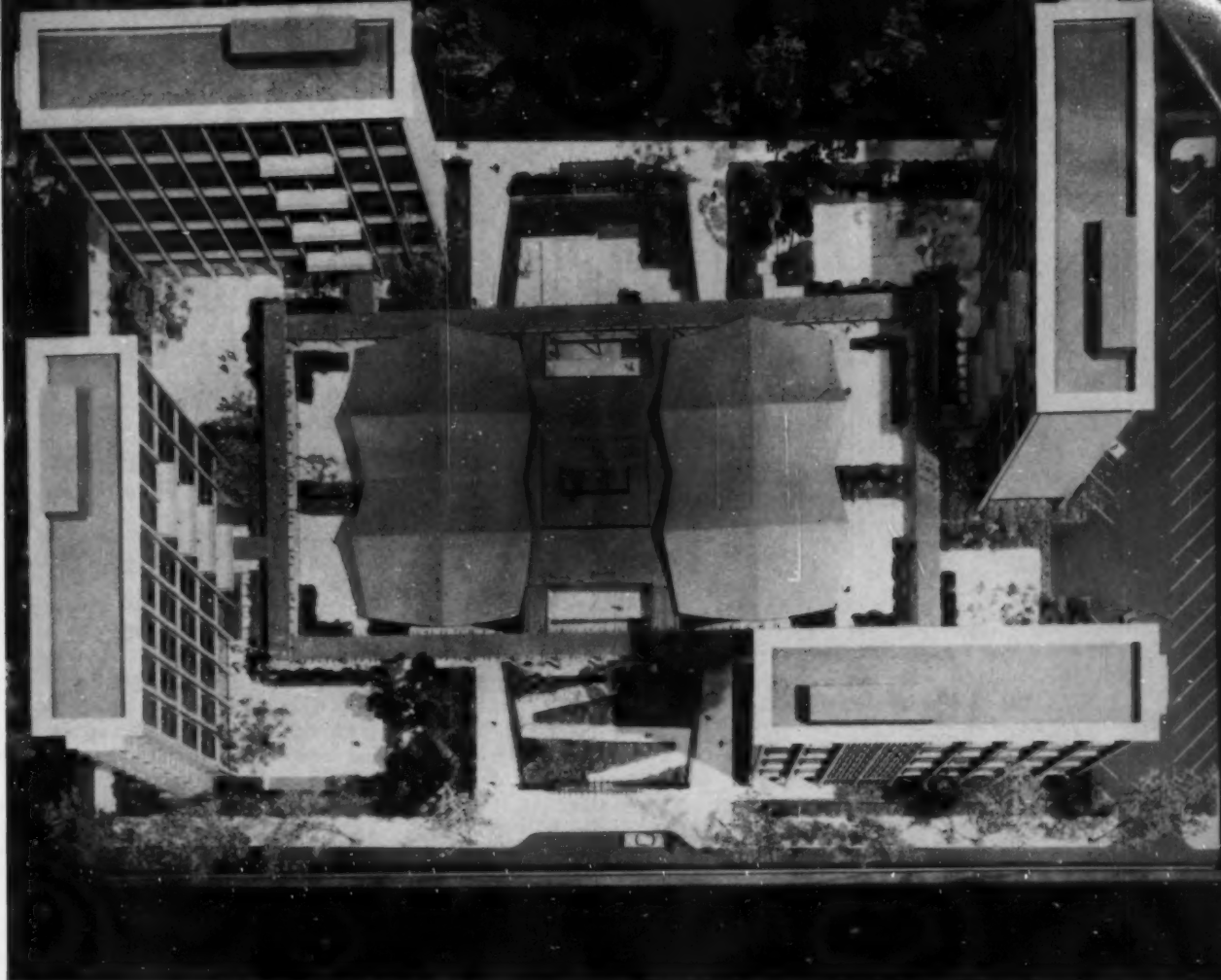
It is much easier to combat a direct attack on the freedom of a university than an indirect attack found in the provisions of a contract, the conditions attached to a scholarship, or the decisions of an administrative board.

#### CONCLUSION

My conclusion is that no form of financial relationship with government is per se either free from the possibility of undesirable governmental controls or inevitably associated with them. Public money always carries with it a certain degree of public responsibility, and the body that has the appropriating power also can legislate conditions attached to an appropriation. The same holds true for a tax exemption.

I am not "afraid" of federal aid to, or relationships with, institutions of higher education. The price of freedom from undesirable controls is not the severance of relationships between education and government but, as has been well said long ago, "eternal vigilance." It is a matter of carefully examining proposed legislation affecting education to determine what its effect in terms of controls may be and vigorously calling the attention of legislative bodies, universities and the public to the issues involved. #





Four nine-story residence halls are connected by a covered walkway with four central food units at the University of California, Berkeley campus.

## RESIDENCE HALLS

### **University of California, Berkeley campus**

JOHN CARL WARNECKE

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### **Golden Gate Baptist Theological Seminary**

JOHN CARL WARNECKE

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### **University of Missouri, Columbia campus**

HELLMUTH, OBATA & KASSABAUM

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### **Rutgers, State University of New Jersey**

KELLY & GRUZEN

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### **Phillips Academy, Andover**

THE ARCHITECTS COLLABORATIVE

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### **State College of Washington**

PAUL THIRY

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### **Antioch College**

SKIDMORE, OWINGS & MERRILL

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# ***"Brilliant Simplicity"***

## ***of 800 Student Group, Berkeley***

Prize winning design by JOHN CARL WARNECKE  
as told by A. W. BAXTER Jr.

WHEN IN AUGUST OF 1956 THE REGENTS OF THE UNIVERSITY of California adopted a long-range development plan for the Berkeley campus, student housing was placed high on the list for new facilities. At present, the university provides housing for less than 5 per cent of Berkeley students.

The development plan called for an increase in housing facilities to accommodate 25 per cent of the student body, or an estimated 5000 students, by 1965. To meet these goals, the university ultimately will build six groups of residence halls; plans for the first two units have been approved. Each unit will cost an estimated \$3,300,000, including certain built-in equipment.

All available sites on the campus being needed for a vigorous classroom building program, the university selected an area of 2.7 acres just south of the campus as the site for the first new residence halls. High land costs in the dense residential area dictated that the new facilities be multistoried. But there was a strong desire to maintain the residential feeling of the area.

Because of the importance of this initial project, the regents decided that a competition for a residence hall design would offer a greater incentive to participating architects and would assure the university of a wider selection of imaginative solutions to their problems.

An outline of requirements for the design was prepared by the university and sent to seven major architectural firms, after a program had been prepared under the direction of Architect John Lyon Reid of San Francisco. The outline provided for the following program elements:

1. Eight hundred students to be housed in four self-contained units, each unit to be planned so that groups of approximately 50 students would form smaller social groups.
2. The four self-contained units of 200 students each should be served by a single recreation room, a single group of administrative offices, a single maintenance shop, and a single kitchen.
3. Four dining rooms (one for each self-contained unit) to be arranged in two pairs, each pair separately or together to be served from the central kitchen.

By secret ballot on August 14, the anonymous entry of Warnecke and Warnecke was selected by a distinguished jury.

In announcing the award, the jury's report stated: "An excellent solution of brilliant simplicity has been achieved, and one which is in complete harmony with the objectives and character of the university as a whole. . . . The winning design managed to create a feeling of enclosed and comfortable space for the whole, and also intimate and friendly courts and gardens considered appropriate to the university."

Recently the university requested the Warnecke firm to duplicate the residence halls on a site two blocks from the first unit.

### **GENERAL PLAN**

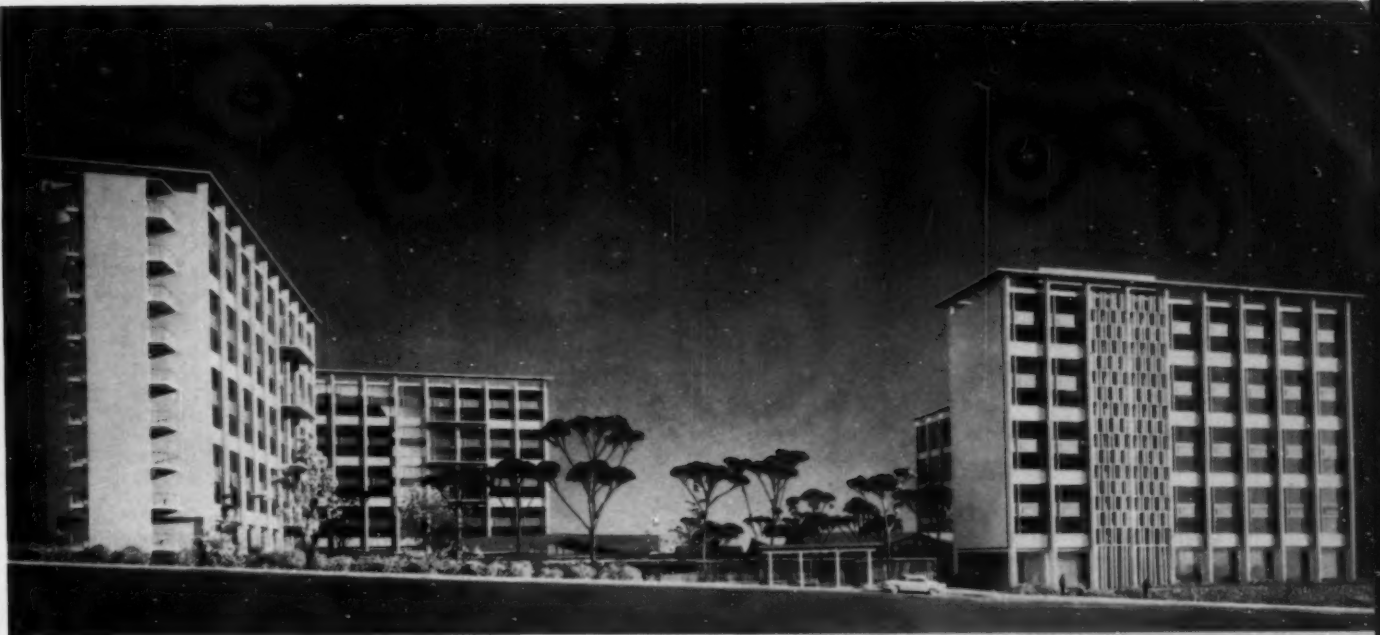
The first two units feature four nine-story residence halls each accommodating 210 students. Two halls in each unit will house women students and two will house men. A study room on every other floor is planned so that groups of approximately 50 students will form smaller social groups. The focal point of the design is a central core consisting of the four dining rooms arranged around a two-level unit containing scullery and kitchen. The central core and residence halls are connected by a covered walkway which passes through open courts.

With economy of operation and space limitations as major factors in design, the central core built on two levels offered the greatest flexibility and efficiency. The whole has been realized within 255 gross square feet per student, which the university has adopted as the limiting factor for residence halls on all of its campuses.

### **CENTRAL CORE**

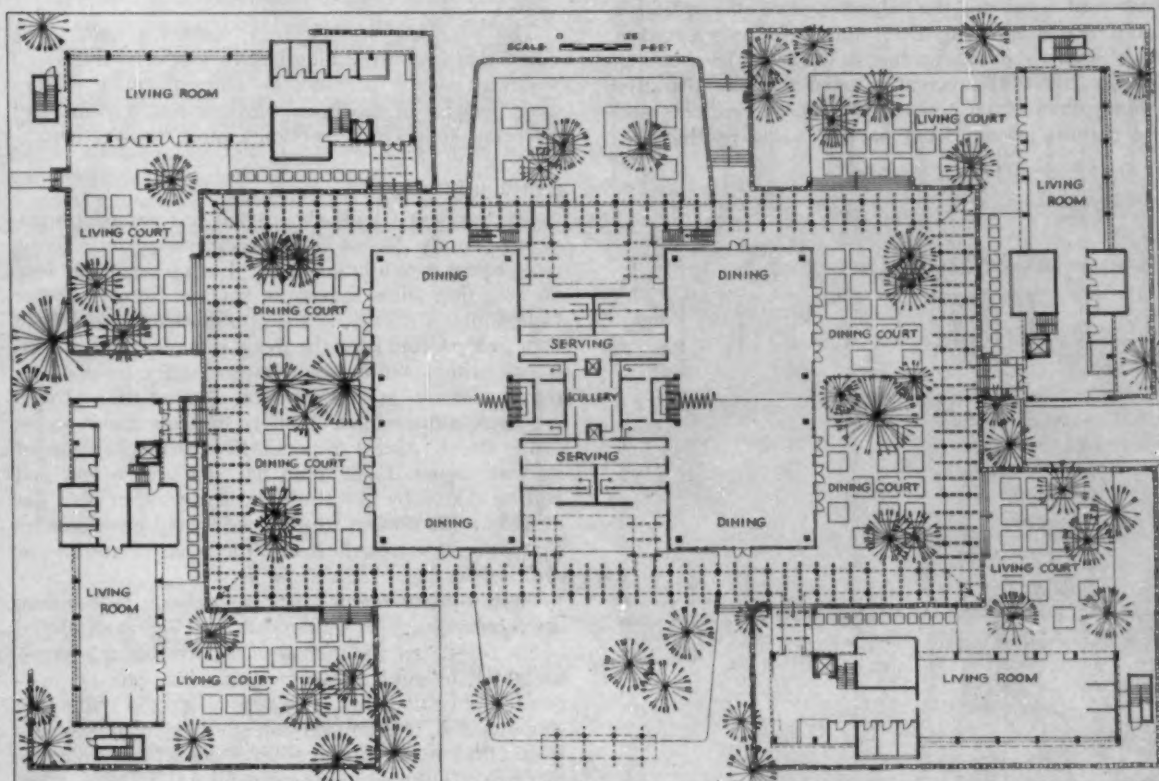
On the basement level, delivery and service traffic has direct access to loading docks through an entrance drive. The docks are located immediately adjacent to the scullery and storage areas. Food is received and stored and initial preparation of vegetables is made in the scullery.

The central kitchen is on the main floor directly over the scullery. The two units are connected by a system of subveyors and conveyors for handling dirty dishes and by an elevator for transporting food and clean dishes to the kitchen. The central kitchen has an area of 2660 square feet with immediate access to all four dining units. (Text cont. on p. 40)

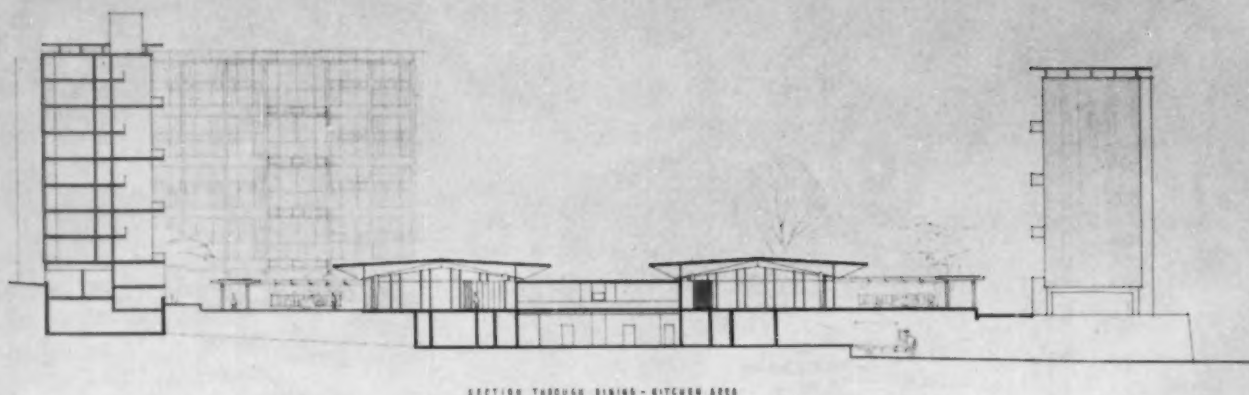


Above: Model of the University of California's first two units featuring four nine-story residence halls on the Berkeley campus. Each residence hall will accommodate 210 students; two of them will house women students and two will house men. A central core consists of four dining rooms arranged around a two-level unit containing scullery and kitchen. A covered walkway that passes through open

courts connects the central core and residence halls. Below: Plot plan showing the ground floor plan of the four residence halls and the dining rooms. Design of the dining area permits men and women students to dine separately or together. Movable partitions separating the units into four private dining rooms can be removed easily for social functions. Each dining hall has its own dining court.







SECTION THROUGH DINING - KITCHEN AREA

### DINING HALLS

Design of the dining area permits men and women students to dine separately or together. Movable partitions separate the units into four private dining rooms; these partitions can be removed easily for social functions. The central kitchen can provide served meals, cafeteria style meals, or snacks to all dining units. Students will bus their own dishes when served in cafeteria style. In addition, each dining hall has a dining court for informal and between-meal snacks.

### BASEMENT LEVEL

Located on opposite sides of the scullery at the basement level are the administrative offices and a large recreation room. Each unit opens onto a sunken court with a stairway leading to the street level courts. The location of the recreation room and administrative offices offers equal accessibility for all residents and yet permits privacy from passing traffic on the side-

walks. In the case of the large recreation room (4320 sq. ft.) this is particularly important, for it discourages use by nonresident students.

### COURTS

Open courts interspersed between living units and the central core provide the feeling of indoor-outdoor living that is an important part of the California living pattern. The courts also help to maintain the feeling of independence for each resident group. Divisions between the court systems are achieved by the use of simple landscape dividers, which unobtrusively provide privacy without sacrificing the feeling of openness.

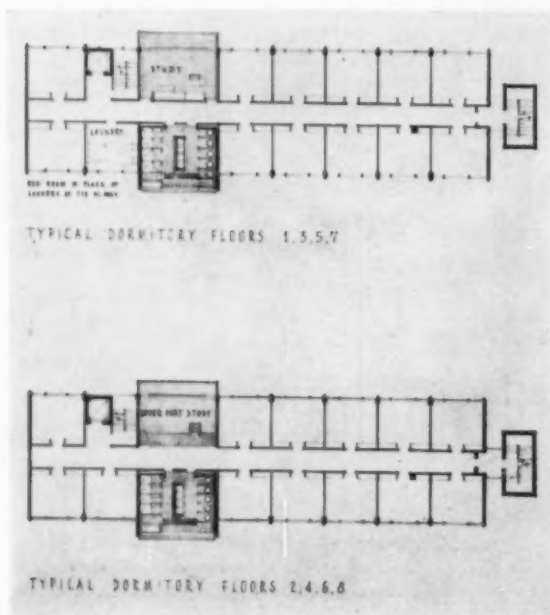
The complete student unit—residence hall, living court, dining court, dining hall—is joined by a covered walkway, which provides an efficient traffic pattern and, because of the favorable year-round climate of Berkeley, sufficient protection against the weather.

### LIVING UNITS

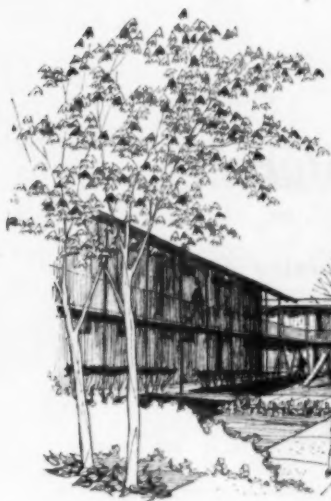
The residence halls themselves are compact independent units. At one end of each main floor a living room opens onto a living court. Each living court is in an area that offers maximum privacy from the other three units. A library, at the opposite end of the main floor, is separated from the living room by the main entrance, which contains the elevator, stairs, three multi-purpose rooms, and a restroom. Behind the stairwell is a back entrance, which offers students direct access to the street. Above the main floor are eight floors of student rooms. Each room has 182 square feet and will be shared by two students. Every other floor has a study room so that groups of 50 may form smaller student units similar in size to the typical fraternity or sorority.

The university invited student opinion in deciding the requirements for residence halls. Recreation room and study rooms for groups of 50, for example, were suggested by student members of administrative residence hall committees. The design selected will allow students the freedom to adopt their own systems within their living groups and yet permit the buildings themselves to be administered efficiently.

#







# "Villages" for Seminarians

JOHN CARL WARNECKE

San Francisco

RESIDENCE HALLS AT GOLDEN GATE BAPTIST THEOLOGICAL Seminary, Marin County, California, serve single and married students and faculty and are arranged about the site in small villages. Each village takes advantage of a particular view or portion of the terrain. A system of contour tracing roads (the administration section of the seminary is on a high knoll) describes the perimeter of the grounds and winds its way among the groups of buildings.

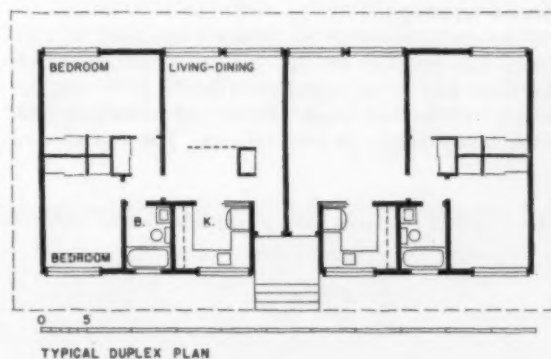
Each unit contains a cross section of the campus population. Unmarried students will thus observe the joys and difficulties of family life, and new brides will practice their cooking on unmarried colleagues.

The scale of the individual units is small, not only for social and educational reasons but because each residence or apartment might attract the generosity of a single donor or a small group of donors.

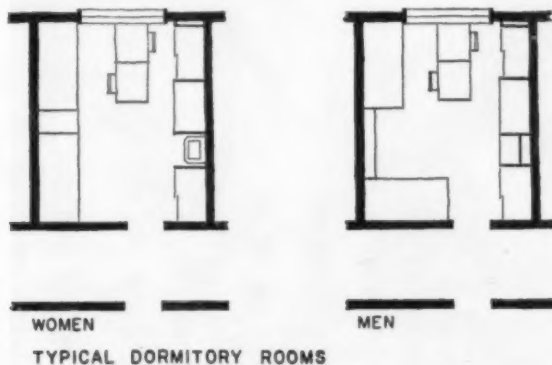
The simplicity of contemporary architecture is reflected in the plans of the units. Great variety of feeling is attained through interrelation of living areas and continuous landscaped yards.

Locally available materials used in the construction give the warm residential tone typical of good California homes and at the same time permit the economies

of large-scale residential construction. Walls are wood framing finished with wood or gypsum board. Floors are wood except for the ground floor slab on grade. A built-up composition roofing is used over a wood frame. Because the hillside sites offer views over the tops of lower buildings, it was important to give a pleasing form and color to the roofs, so sloping eaves of warm tile are used. The tile is a native material with an important place in California's Spanish architectural tradition. #

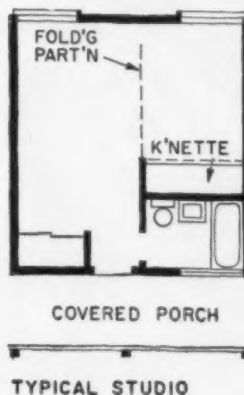


TYPICAL DUPLEX PLAN



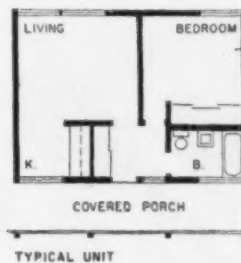
TYPICAL DORMITORY ROOMS

Residence hall accommodations here have a wide range: from single and double bedrooms to apartments for married students without children, married students with one child, and married students with two or more children.



TYPICAL STUDIO

Left: Apartment plan for married students without children; above and below, plan of apartments for students with children.



TYPICAL UNIT

# ***Group Living and Good Scholarship***

**inspire housing program developed for University of Missouri**

**as told by DALE O. BOWLING and GYO OBATA**

*respectively, Business Manager, University of Missouri, and Partner,  
Hellmuth, Obata & Kassabaum, Architects, St. Louis*

A LONG-RANGE \$10 MILLION DORMITORY CONSTRUCTION program designed to accommodate 2000 more men and 1000 more women students by 1960 has been developed by the University of Missouri. This program is to be financed from three main sources: a state bond issue passed in 1956, from which \$2.5 million was appropriated for the residence hall program; long-term, low-interest loans from the federal Housing and Home Finance Agency, and revenue bonds made practicable by a recent state law allowing 40 year bonds for such purposes.

The buildings to be erected include two men's groups and one women's group, all to include food service buildings.

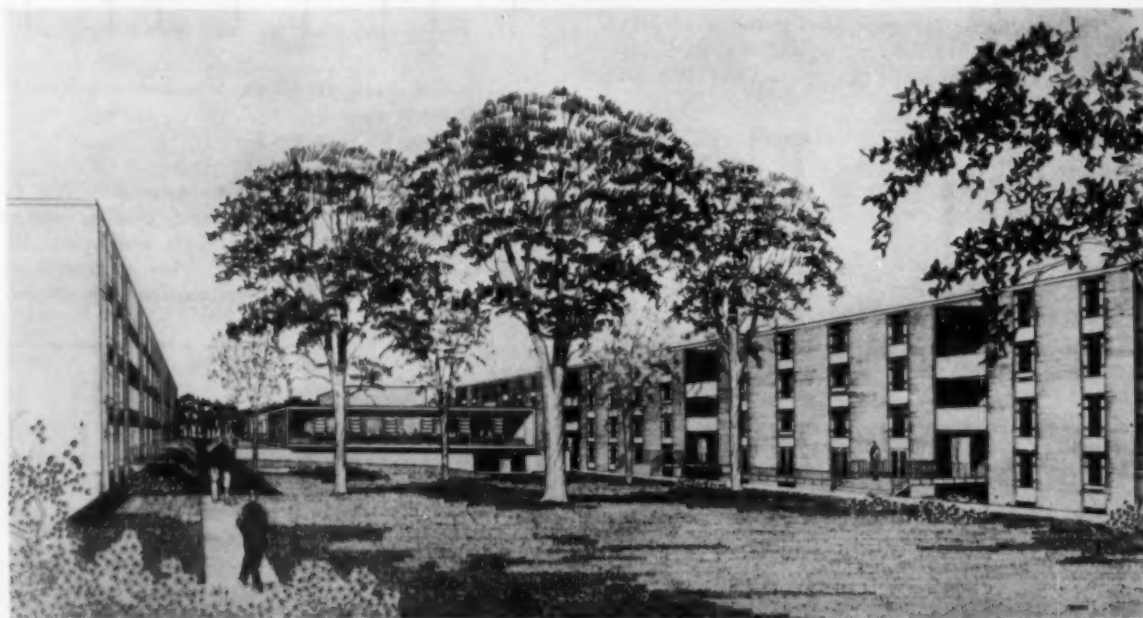
Like many universities, Missouri operates its residence hall program on the "house" system, in which the basic unit of organization is the 50 to 70 student house, with its own name, officers and social program. Each house elects its own officers. The top elected

officers belong to an over-all residence hall association, which sets policy and plans for the entire system. This approach, with the guidance of the dean of students, enables the residence hall program to offer a valuable experience in group living. The small house unit is of basic importance to the system.

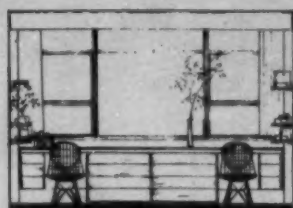
The architects' first step, after studying the university's philosophy and the chosen sites, was to develop the double room module which would serve as the basis for all the men's dormitories. (The women's dormitories were developed separately, and will be described later.) University experience and policy indicated that a double room should be the norm, both from an economy standpoint and from student preference.

The architects believed that the process of planning all the men's units could best proceed rather in the manner of building with blocks. First the smallest standard block was created, the double room. Then

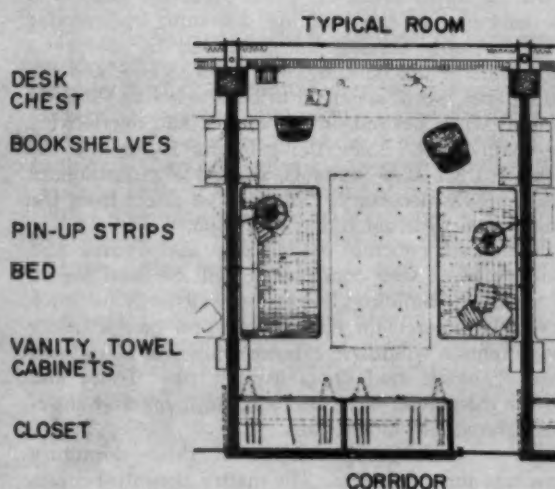
Men's vertical residence halls, joined side by side, with cafeteria building in background.



House system is worked out differently for men and women students. The men's units are grouped in long rectangles; the women's units by vertical stacking.



EXTERIOR WALL



these blocks, all alike in themselves, could be combined in various ways to achieve the greatest economy and most efficient arrangement, with no loss in the quality of each room. These clusters of rooms, carefully studied for efficiency and economy, could then be further combined, similar to arranging larger blocks, into larger units of buildings, and so on.

At each step, the block was determined and standardized for all the projects, to avoid duplication in design work. Thus, instead of approaching each building as a wholly new and unique project and going through the entire design process, the architects could deal with each building as the best possible combination of blocks, or units, previously studied and tested for conformity to criteria. The greatest attention could then be given to adaptation to site and to harmony with existing structures.

The architects' study and conferences with the university authorities led to the conclusion that the basic men's house should be a four-story or a five-story building with eight double rooms per floor.

This "vertical" house plan takes into consideration the university's feeling that a small number of rooms per floor combined into houses averaging 60 students would further strengthen the house system, by making the floors sub-units, and at the same time contribute to keeping good order and discipline in the houses. Each vertical house has its own separate entrance, as well as its own lounge and reception rooms.

The houses are designed to be combined into dormitory units by placing them side by side. Showers and bathrooms are adjacent in each set of two houses. By servicing the houses in groups, the university expects to be able to keep them well maintained with a small labor force.

By making the shape of the basic double room a well proportioned rectangle (11 by 15½ feet) we have

Women's residence halls; each hall will be nine stories high.





been able to work out a convenient and pleasant living space for two students, in which each is provided with bed, desk, storage and bookcase on "his" side of the room, and at the same time we have been able to achieve the greatest economy in terms of room units per exterior wall area.

The first men's group, now under construction, will accommodate 512 men in two building units of four houses each. The site is restricted and sloping. Therefore, we placed the long rectangular buildings at the periphery of the site on either side, and the dining hall between them at one end, thus forming an attractive quadrangle and taking advantage of fine old trees. Because of the sloping site, one of the buildings will be four stories, the other five stories high and entered at the second floor. Each of the four-house buildings has an apartment for the head resident on the entrance level.

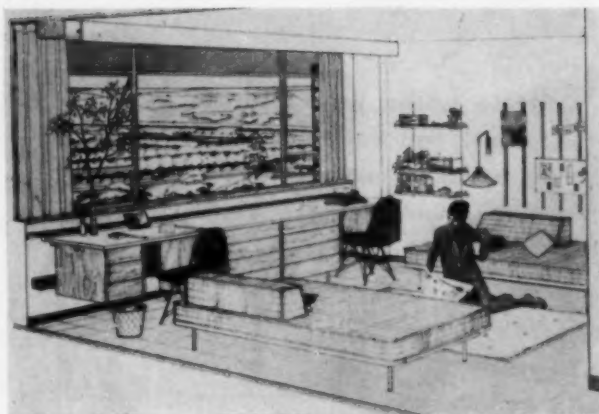
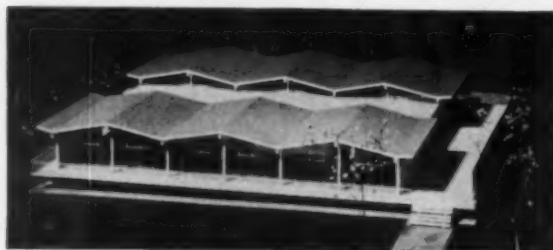
The dining hall is planned for cafeteria service. It will have the kitchen and delivery facilities located on the basement level (at grade on one side), which will also house a lounge, snack bar, mail room, rest-rooms and laundry facilities for student use. On the upper or main level of the cafeteria will be a large dining area arranged so that it can be easily divided into four separate "rooms," an efficient double serving line, and a dishwashing area.

Two large terraces, on the north and south sides at the main level, will permit outdoor eating and lounging in pleasant weather. A large glass expanse will overlook the wooded quadrangle.

In the second men's group existing structures had to be taken into account. These are four long narrow rectangular dormitory buildings with full length interior corridors. In this case the architects decided to place four new buildings, shorter rectangles of two houses each, at right angles to the existing structures, and thus vary the pattern and suggest individual courtyards or quadrangles bounded by the buildings. The new buildings will be similar to those in the first group, but only half as large, and will house approximately the same number of students. Each will be four stories high.

The cafeteria, to be located centrally to the entire complex of buildings, will also serve as the social center for the group. Air conditioned throughout, it will have a large lounge and several smaller rooms on the lower level, which the university plans to utilize for summer conferences of various academic groups. A snack bar, laundry facilities for student use, and a recreation room complete the facilities, which will serve existing dormitories as well.

Architects' study model of cafeteria building. Gabled roof line indicates divisions of dining area into smaller rooms.



Sketch of interior of typical double room for one of the residence halls for women at the University of Missouri.

On the upper level, the plans place the kitchen at the east end of the building, adjoining the service drive. Double serving lines, entered by doors on either side of the building, are in the center, and the dining area, again arranged to be divided into smaller sections when desired, is at the west and overlooking the main court. Since the cafeteria is for the use of more than 1200 students, careful organization of this plan was necessary. Exits will be direct from the dining area to avoid traffic confusion.

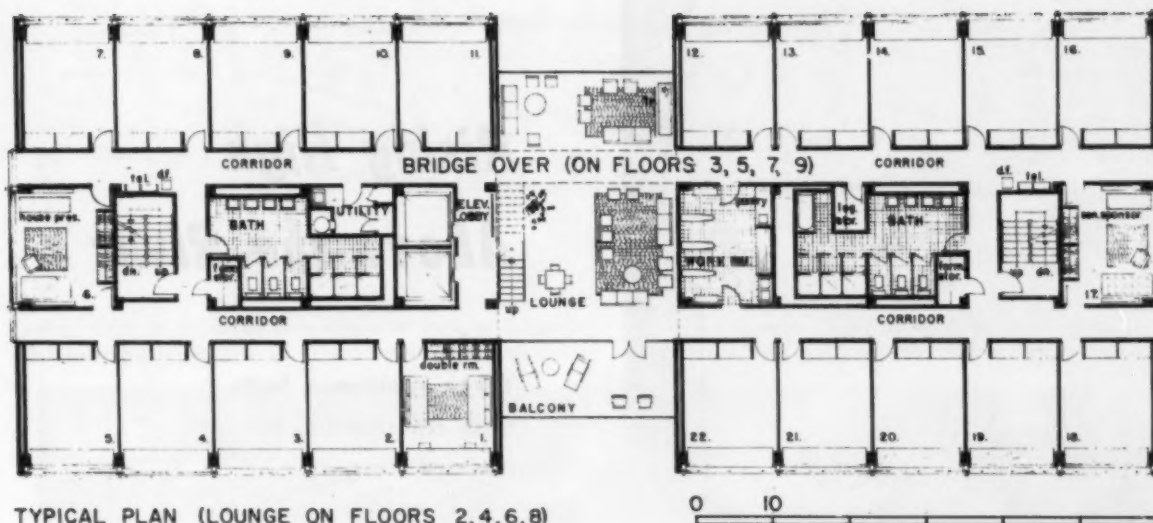
Reinforced concrete floor slabs and beams and masonry block wall construction will be used for all of the men's buildings. Exterior walls will be brick faced, with porcelain enamel spandrel panels under the aluminum windows. Interior walls will be painted masonry block, and floors asphalt tile. Toilet and shower rooms will have ceramic tile floors and structural glazed tile block walls.

The women's group consists of three dormitory buildings and a cafeteria. The matter of control comes more to the fore in women's residence halls than in men's, and it seemed that the vertical houses with many separate entrances would not be suitable. A larger building unit would be desirable, we decided, to provide more over-all social amenities but still keep costs down. The house system was still to be followed, as with the men's dormitories, but, with only one fairly large site, it seemed that a greater degree of over-all cohesiveness would be desirable.

A basic two-story unit, averaging 22 double rooms per floor, makes up the individual house. To conserve space, to save on construction cost, to "double-up" on shared facilities, and to provide the pattern of groups within a group essential to the residence hall philosophy, these two-story houses are stacked into multiple story buildings. The resulting economy in construction amply justifies the use of elevators, employing the skip-stop system.

Each nine-story building contains four two-story houses. There is a shared entrance floor with a large central lounge for entertaining, mail desk, meeting and study room, recreation room, snack kitchen, office, apartment for the head resident, and room for her student assistant. Each separate house includes a large two-story lounge, with a balcony.



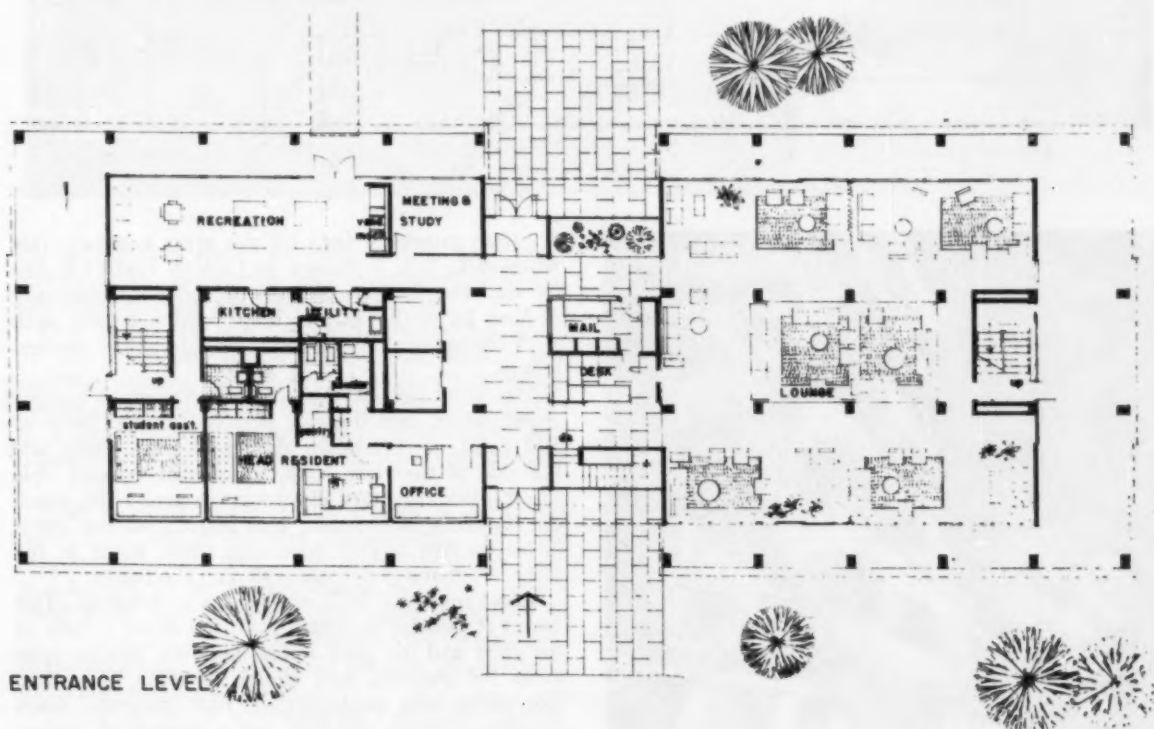


The elevator stops at the lounge level of each house. Residents living on the upper level walk up one flight of stairs leading out of the lounge. A free-standing "bridge" across the upper part of the lounge gives access from the stairs to rooms at both ends of the building. Two sets of fire stairs are contained in separate wells at either end of the building.

The floor plan of these units resembles a ship in its organization. The utilities—baths, stairs, elevators, storage rooms, janitors' closets and laundry work-rooms—are grouped in central cores, permitting the residence rooms to be ranged around the perimeter, taking maximum advantage of exterior wall areas.

Each room will contain, in addition to two studio couch beds and two closets, a specially designed built-in unit comprising desks and chests of drawers, located under the full width windows. All furnishings for the rooms were either designed or selected by the architects.

The structural system will be reinforced concrete floor slabs and beams. Exterior walls will be face brick on masonry block. The ground floor walls will have ceramic tile facing. Interior walls will be plaster on gypsum block. Floors will be mainly asphalt tile, with ceramic tile in toilet and shower rooms and quarry tile in main lobby and entrance area. #

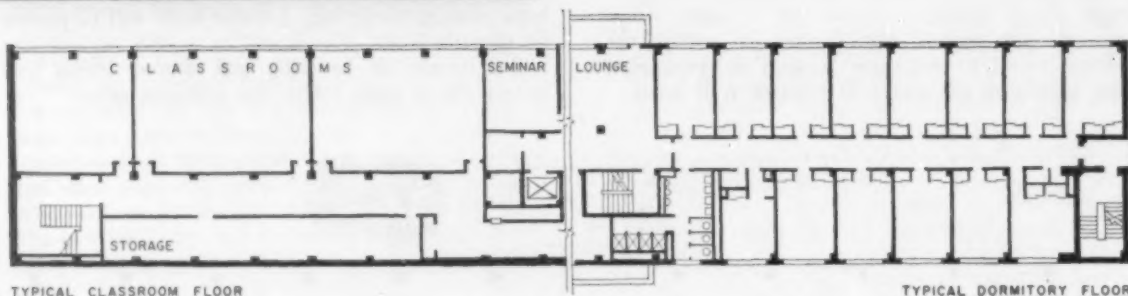


# Rising High Above the River

Three residence halls,  
plus classrooms, for  
men of Rutgers

**KELLY & GRUZEN**

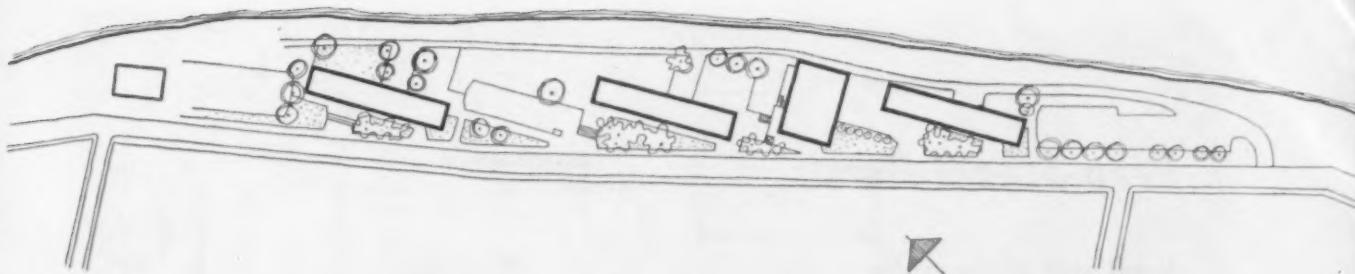
Newark, N.J., and New York City



A FAIRLY CONFINED AREA ON THE RIVER BANK AT NEW Brunswick, N.J., is known as College Park. On this 5½ acre site, Rutgers University, the state university of New Jersey, has put up three residence halls, each with classroom units on the river side, and a student lounge.

The west side of the site is a principal campus traffic artery, and the east side is bounded by river and canal, 40 feet below the street. By cutting into the side of the river bank, the architects were able to establish two-story classroom sections over which the residence halls stand. This permits student circulation on two levels: dormitory traffic going to the main street and classroom traffic on the banks.

These residence halls are set up on columns. This makes it possible to retain from the street a view of the river and the park across the river, creates open areas for students, and affords weather protection. The three halls accommodate 1008 students. Each building is 43 by 230 feet, and a three-level student



Below: Each of the three new residence halls at Rutgers University is divided into six "house units" and each unit

has its own lounge, 23 by 35 feet, facing the river. Open balconies extend off lounges, adding to spaciousness.



lounge building stands between two of the dormitories. Two dormitories have two-story classroom sections; the other has a one-story section.

Only 18 per cent of the site is covered by buildings; the rest is available for circulation areas, terraces and parking. Actually, by setting the residence halls up on columns, less than 7 per cent of the site is occupied by enclosed space. The unenclosed ground floor permits a view from the street of the river and the park beyond it.

Each residence hall is divided into six "house units," each floor accommodating 56 students. In each unit, student rooms flank a central core in which there is a lounge, 23 by 35 feet, facing the river. Also a small study room is in the core. Open balconies off the lounges and study rooms enhance the spaciousness of the core area. Each building contains an apartment for house counseling personnel.

Dormitory rooms accommodate two students; they are 11½ by 17 feet including wardrobe spaces, which

are placed against the corridor wall for additional soundproofing. A good deal of flexibility has been given students in arranging the furniture, which, of course, is provided by the university.

Classrooms, 24 in all plus four seminar rooms, seat 1040 students. Seating capacity varies: for 25, 45 and 60 students. Seminar rooms have a capacity of 15 students.

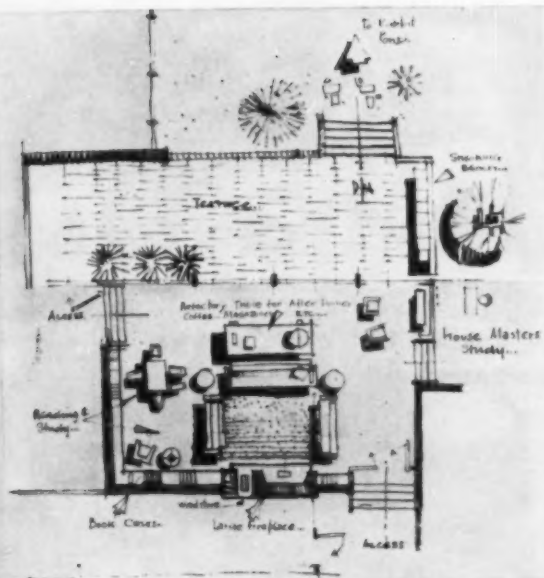
The student lounge building was incorporated into the scheme to provide a needed place for informal student gatherings. Located between two of the new residence halls, the building contains a snack bar with a capacity for serving 180 students, an 84 by 70 foot main lounge, a game room one-half flight down, and a much enjoyed sun deck.

Construction is fireproofed steel frame, concrete floors, and cavity type of exterior walls with brick facing complementary in color to other structures on the campus. The cost was \$4 million. Buildings were dedicated last February. #

## Prep School Dorms

spell out philosophy  
of Phillips, Andover

Designed by  
THE ARCHITECTS COLLABORATIVE  
Cambridge, Mass.



TWO AND ONE-HALF YEARS OF COORDINATED PLANNING lie behind the five proposed residence halls at Phillips Academy, Andover, Mass. The first of these is under construction and is scheduled for completion in September 1958.

After the headmaster and a faculty dormitory committee studied the rôle of the secondary school residence hall for 18 months, they felt ready to call in The Architects Collaborative of Cambridge, Mass. And then began another full year of planning.

Chairman Simeon Hyde and other members of the faculty committee regarded the project not just as a specific building problem but as a problem that

required some precise spelling out of schoolmastering ideology. The questions most considered were size of the living units, relationship of housemaster's quarters, and function of the common room.

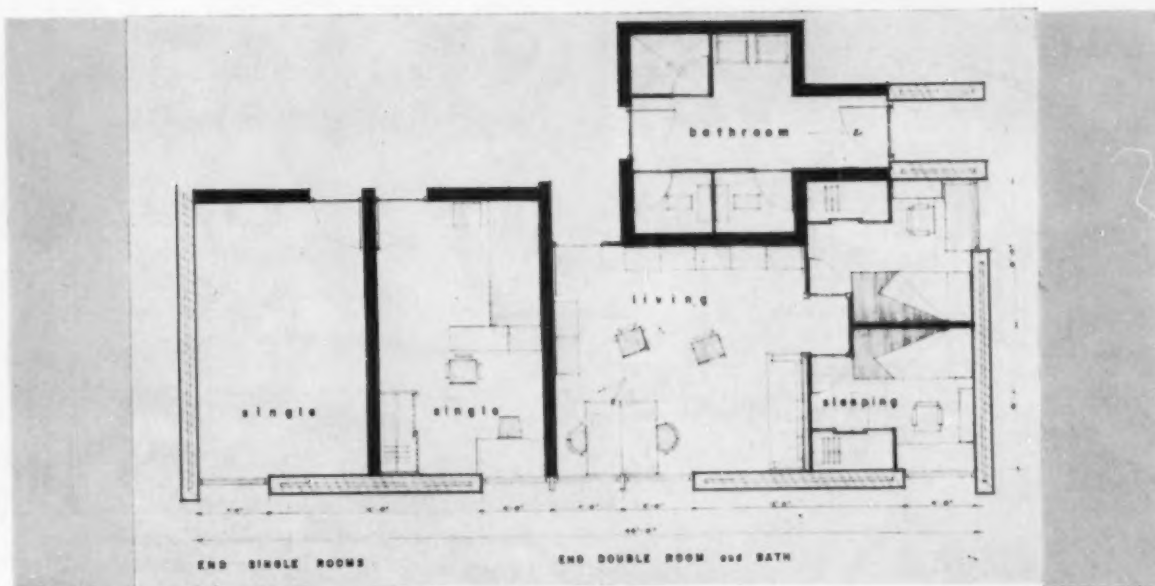
The chief problem was: Could a secondary school residence hall function better as a 40 boy unit supervised by a junior and a senior housemaster or as two 20 boy units supervised by two housemasters of equal rank? Secondly, how were housemasters to function properly without leading a goldfish bowl existence?

Five schemes were worked out by TAC (The Architects Collaborative) in a gradual effort to force the client academy to state its specific needs. Finally

View of new dormitories from area near Andover Inn with Rabbit Pond beyond.

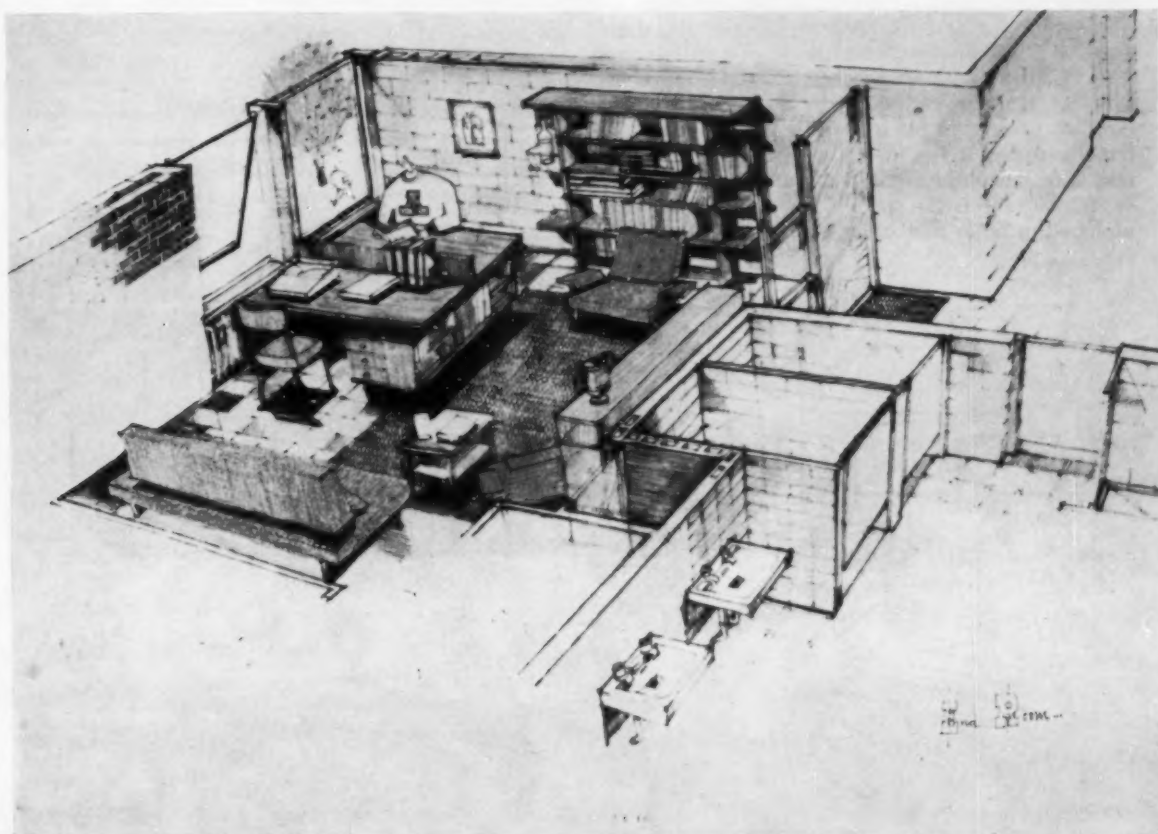
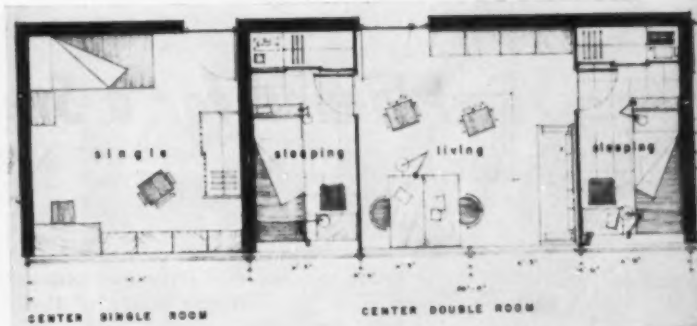






a sixth scheme, which is called the Double L Plan, was accepted. The 20-40 debate was never resolved, but the accepted plan has the merit of the 20 boy plan, penultimately arrived at as ideal, and can be fused into a 40 boy unit which the "ideal" plan could not be.

The accepted scheme occupies 21,813 square feet of floor space, accommodates 42 boys on two floors, and two housemasters' families. Housemasters occupy either end of a long block with three-side exposure and yet relative isolation. Residence hall rooms are grouped in units with a 50-50 mixture of single and double accommodations for the boys. #

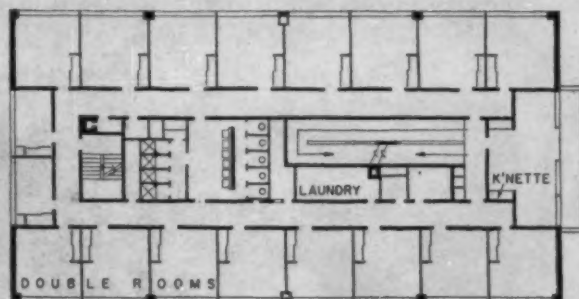




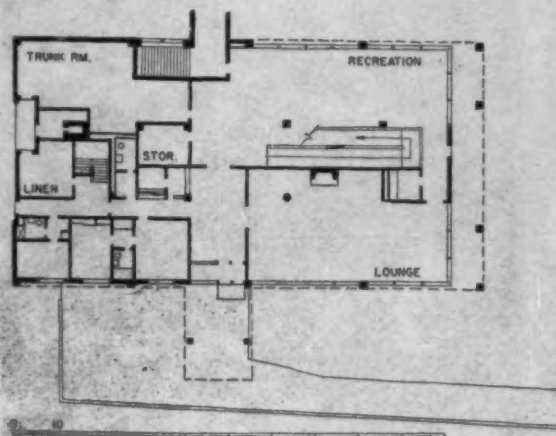
## ***Planned for a Steep, Cold Site***

**PAUL THIRY, Architect, Seattle**

A STEEP HILLSIDE SITE AND THE PROBABILITY OF INTENSE winter cold and snow dictated the design of these two residence halls for women students under construction at the State College of Washington, Pullman. Each building will accommodate 144 students and has enclosed access to the other and to the dining halls. Use of ramps instead of elevators was requested. The architect wanted to place the main lounge in a separate wing or building, but, because of site limitations, was forced to place it on the ground floor. The same reasoning led to the utility core idea. Construction is of monolithic concrete, flat slab. The cost of \$1,286,400 reflects the steep slope, causing difficulties in access, utilities and siting. #



THIRD FLOOR PLAN



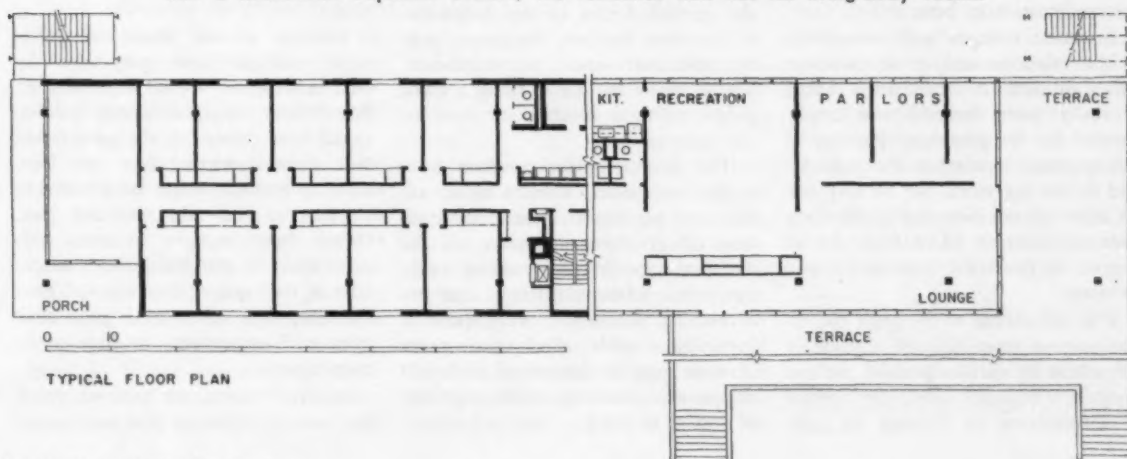
GROUND FLOOR PLAN



Youtz-Slick system was used in construction of the residence hall for men at Antioch College, Yellow Springs, Ohio. Four stories high, three and one-half of which are above grade, the residence hall houses 114 men in 48 double and 15 single rooms.



Above, left: Typical double bedroom has built-in closets and bureaus, built-in desks, and bookshelves supported on stainless steel brackets. Above, right: Large ground floor common room and terrace. Three parlors and a ping-pong room open onto the lounge, with a kitchenette adjacent. Besides, the residence hall has six living-study rooms.



## *Economy Counts in Structure for Antioch Men*

**SKIDMORE, OWINGS & MERRILL**

*Architects-Engineers*

*Chicago, San Francisco, New York*

**The public relations man is**

## **An Often Wasted Resource**

**BEN MORTON**

*Assistant Executive Director  
American College Public Relations Association  
Washington, D.C.*

ONE OF THE MOST BEWHISKERED clichés in higher education is the academic prototype who continually sneers at what he calls "the advertising department." At the other extreme, there has developed the wide-eyed optimist who looks on everything labeled public relations or development as the savior of higher education.

Many college administrators do not understand the function of public relations and/or development, or do they utilize effectively the services of such personnel.

Almost every major college or university in the country has someone or several individuals specifically responsible for the loosely defined area under discussion. Currently more than 1500 persons from approximately 900 institutions hold membership in the American College Public Relations Association. However, any generalization must stop here.

In some colleges and universities public relations and/or development (they are really about the same thing) is really both directed and implemented by the president. Perhaps he has someone to execute the publicity and do the leg work, but he may not. At other schools there is a highly complex organization. And there are all degrees of gradation between the two extremes.

It is impossible to decipher the organizational setup through a study of titles held by various people. At one institution someone called the director of information or director of pub-

licity may be a real public relations counselor with a voice in the executive group. At another college or university the person holding the same title may be a technician who writes the news releases at the direction of someone else or puts out the view book under the supervision of the recruiting officer.

Nothing is inherently wrong with such a divergency of titles *versus* duties, although it does tend to create confusion in the minds of the publics. The point is that the public relations man is not being utilized fully in many cases or has too much influence in the affairs of the institution.

### **PUBLIC RELATIONS INVOLVES ALL**

Probably no one would ever contend public relations or development can raise all the money, make all the public contacts, or plan completely the general future of the institution. If this were the case, the terms "public relations" and "administration" would mean the same thing. Good public relations involves everyone on the campus.

The job of public relations is to guide institutional activity as an adviser and participant. Just as the business officer does not make all the decisions regarding the spending funds, the public relations director does not necessarily decide on every question involving a public. Each man's point of view must be integrated with that of those representing other segments of college activity.

Like the business manager who supervises the mechanics of money handling in many cases, the public relations counselor may act as an administrator for the tools of public contact. This often is logical since the individual in the position of top responsibility should have an understanding of all types of communications and the technics involved. However, all the publics are not necessarily always reached best through mass media, and there has to be a real message formulated before any of the technics can be used. A professional point of view is needed to help formulate and implement the translation of the big story.

Historically, it has just been in the last decade or so that colleges have realized the need for greater public acceptance, understanding and support. In very recent years the press of students, rising costs, and shortage of instructional personnel have almost created a panic. At a loss as to how to gain the necessary broad support, our colleges are searching constantly for a way. Starting with the pure publicity concept, they have developed what is known today as "development." And although the advanced thinking of today may not be the ultimate answer, the really big current problem is people to man the programs.

In recent years some attempts have been made to train people specifically for public relations work. However, the efforts are still much in the pioneer stage because no one is quite sure what training any public relations man should have, much less one working in the area of higher education. As a result, much of the formalized training has been in journalistic technics and allied areas. This, obviously, is not necessarily adequate preparation.

Lacking a real frame of reference, colleges have proceeded by trial and error to a large degree. Some have engaged purely professional fund raisers on the assumption that what is needed first and foremost is money. Some have elevated teachers to this administrative post. Others have brought in men with experience in administration, particularly in the areas of business and government. Still others have gone after men with experience in mass communications.

In my opinion, no positive proof has been forthcoming that any special



kind of training or background has brought *the* best results. Men with all types of backgrounds have succeeded. It all depends on the man himself and his willingness to learn new tricks by experimentation and to adapt himself. Sometimes the public relations or development man fails to get the essential internal public relations. Sometimes too much is expected in too short a time. And sometimes the individual is not willing or able to adapt his previous experience to the needs and peculiarities of higher education.

Probably there is no other spot where a man needs to be so adaptable. In one institution he may need to do a large amount of public speaking. In another the president and others may fulfill this function well. The president may be an outstanding fund raiser in one school and not so strong in another. The list could go on indefinitely. Therefore, in addition to the always necessary trait of good P.R. sense (actually good common sense for the most part), the public relations director must be chosen in the light of the strengths and weaknesses of others in the picture. No one can draw up a universally applicable organizational chart.

In this young profession the situation can never be static because of the type of people who naturally become interested and involved. Most have chosen the work because they see tremendous challenges and opportunities. Most are vital, aggressive, intelligent people. But these traits often create problems. Such men tend to be overly impatient and perhaps a little too aggressive for the workaday academic world. They often want to get things done right now, even though this may not necessarily be the wise course of action in the long run.

Most effectively to utilize such an individual (and he can certainly be valuable as a catalyst), it often is necessary to temper his point of view with that of men of more conservative bent.

Thus, to repeat an earlier statement, the college president should first and foremost pick the man who will fit in with the organization he has built, is building, or plans to build.

If there should ever be created a universal maxim for effectively utilizing public relations and development in higher education, it would probably read like this: "Do not borrow too much." #

## Proper Utilization of Endowment Income

**T. E. BLACKWELL**

Educational Management Consultant  
Washington University, St. Louis

AN EXAMINATION OF THE FINANCIAL reports of a typical cross section of the colleges of this country reveals the fact that many of them have realized substantial profits or capital gains from the sale of common stocks purchased for their merged endowment funds. From correspondence on file, it would seem that at least one institution is seriously debating the issues involved in the utilization of these capital gains for general corporate purposes, *i.e.* for the erection of much needed buildings or to meet the demand for ever larger educational budgets.

### SUPPORTING ARGUMENT

The argument in support of this unusual proposal runs somewhat as follows: "As long as we maintain the principal of each endowment at its original dollar value, why should we not be free to use merged endowment capital gains for any legitimate corporate purpose? A bank is free to use its depositors' money with which to earn a profit, as long as it stands ready to repay the deposit in full upon demand."

Is such reasoning being given serious consideration? The fact that the question has been raised in correspondence would seem to justify its discussion in the series of articles on the current legal problems of the colleges.

Perhaps it is generally assumed by those not familiar with the history of legal concepts that a college holds each of its endowment funds as a separate charitable trust and not as a mere de-

posit. If this assumption is true, then all the principles of trust law apply to the purchase and sale of securities for these individual trusts. The first and primary rule of trust law is that a trustee cannot, himself, profit from his trust. All increments of the trust, principal as well as interest or earnings, belong to the trust. If the trustee has seen fit to merge or commingle the assets of several trusts in order to give diversification of investment, he must so administer the merged accounts as to be able to credit each trust account with its appropriate share of income and capital gains. If the capital gains are not distributed periodically to the several trusts, each trust has an undivided interest in the reserve account. These are, of course, elementary rules of trust law.<sup>1</sup>

But is our original assumption or premise true? Do our colleges hold their endowments as charitable trusts? Unfortunately, the courts in some jurisdictions have declared that they do not.<sup>2</sup> To explain in full the reasons for this conflict of judicial opinion would require a recital of legal history<sup>3</sup> much too long for this brief commentary.

It may be sufficient to state that the legislatures of Virginia, Maryland, Michigan and New York, at an early

<sup>1</sup>Scott on Trusts, Vol. IV, Sec. 286, 503 and 517.2 (1939).

<sup>2</sup>Matter of Durand, 87 N.E. 677.

<sup>3</sup>See Blackwell, T. E.: The Charitable Corporation and the Charitable Trust, Washington University Law Quarterly (December) 1938.

date, decided to reject, as part of their common law, all English statutes with respect to charitable trusts enacted prior to the severance of political ties with the mother country. Because this rejection included the famous Statute of Elizabeth, the foundation of our law of charitable trusts, the courts in those jurisdictions felt compelled to hold that it is impossible to create a charitable trust by a gift or bequest to a charitable corporation, *i.e.* that a charitable corporation could not act as trustee of funds for its own benefit. Other states, specifically incorporating the early English statutes as part of their common laws, have held to the contrary.<sup>4</sup> Some judges, apparently unaware of the historical reason for the conflict of opinion, have added to the confusion.

Approximately 20 years ago the American Law Institute commissioned a group of distinguished legal scholars to draft a summary or restatement of our common law. In the introductory note to the "Restatement of the Law of Trusts," the following unequivocal dictum will be found:<sup>5</sup>

"Where property is given to a charitable corporation, a charitable trust is not created, even though by the terms of the gift the corporation is directed to hold the principal forever and to devote the income only to the accomplishment of the purposes of the corporation, and even though by the terms of the gift the corporation is directed to use the property only for a particular one of its purposes."

The attention of the editor of the restatement was called to the large number of decisions to the contrary in states other than Virginia, Maryland, Michigan and New York. His reply<sup>6</sup> was as follows:

<sup>4</sup>Hobbs v. Board of Education, 253 N.W. 627, (Neb. 1934).

<sup>5</sup>Restatement of the Law of Trusts, Sec. 348, American Law Institute (1935).

<sup>6</sup>Correspondence dated Dec. 14, 1937.

"On the broad question whether a charitable corporation is trustee for charitable purposes, the language of the cases is conflicting. The reason we made the statement which we made in the 'Restatement' . . . is that we were dealing with trusts strictly so called, and did not wish to lay down the rule that the same principles are always applicable to charitable corporations, since the rules governing charitable corporations were not within the scope of the 'Restatement' but were to be treated in some subsequent restatement. We therefore left the question open as to how far the same principle might apply."

In the opinion of university and college business officers with whom



this question was discussed in 1937, donors might well hesitate to make generous endowment gifts in the future if the courts should declare unambiguously that such gifts are expendable at the discretion of the governing boards of charitable corporations. Further, such unfettered power would, in their opinion, be likely to alter the permanent and enduring character of such institutions and thus rob them of their greatest appeal to those desirous of perpetuating a name or memory. It is to be hoped that the American Law Institute will see fit to reconsider this question when its long awaited

restatement of the law of the charitable corporation is in preparation.

Despite the reluctance of the courts in some jurisdictions to rule that college endowments are held as charitable trusts, it is safe to assume that college governing boards are under a powerful moral, if not legal, responsibility to administer all restricted gifts and bequests strictly in accord with the expressed desires of the donors.

From the comments of some college presidents, one is compelled to infer that there is a growing trend toward a disregard of the importance of endowments. One might assume that they could condone the use of endowment principal or at least the capital gains therefrom in order to offer the advantages of a college education to a larger number of worthy students. "Take care of present needs with existing resources and let future generations finance their own" would seem to be their philosophy. Much can be said in favor of this point of view.

However, it is submitted that the increasing dependence of our colleges upon annual gifts will have an unfortunate effect upon higher education. Too large a proportion of the time of college presidents and of college board members must be devoted to the solicitation of current contributions. The budget deficit becomes a relentless taskmaster. With a larger endowment in proportion to enrollment and objectives, more time could be devoted to the solution of educational problems.

In rebuttal, it is said that the present tax laws make it impossible for prospective donors to accumulate large fortunes and that, in consequence, major additions to endowment funds are a thing of the past. A review of the very substantial increase in the endowments of some of our institutions of higher education during the last decade would seem to negate this assumption. #

## Collection Policies

... of small colleges vary in considerable detail from one institution to another. In the October issue, James B. Cephas of Virginia State College will summarize the results of his recent study of the collection policies of 20 small colleges.

THE PERSON IN CHARGE OF PREPARING the biweekly payroll for a middle-western university mentioned to the auditors a problem concerning the late processing of automatic-data time cards on the part of one of the departments. The person making up the payroll for the department in question continued to process time cards late for many of the payees, even though the matter was called to his attention by the bursar's office.

All part-time student employees are paid by means of the biweekly payroll which, however, also covers hourly and temporary monthly employees. Student workers are authorized by the student employment office. During an academic semester, an average of some 1700 part-time, on-campus jobs at the school are filled by students.

The auditors agreed that not processing all the mark-sensed time cards before the scheduled day for "turning them in" was a problem. Perhaps the primary undesirable element was inconvenience to the student worker. He must either wait two more weeks for the pay due him or must go through the procedure of a payroll advance at the bursar's office. Many students chose the latter course, and that throws additional clerical work upon the university. We decided, therefore, to audit the biweekly payroll of the department involved at an unannounced time. Not even the payroll section of the bursar's division knew the time.

The special objective of this audit was to find out why the person making up the departmental biweekly payroll was not processing the automatic-data time cards on time and to reach a solution to the problem.

The regular functions of a payroll audit may be enumerated as follows: (1) to check against payroll padding; (2) to correct errors; (3) to correct payroll procedures; (4) to cause accuracy and honesty in the reporting of time on the part of all parties involved (university employees know that they are being checked upon periodically). Numbering the functions in reverse order, however, would indicate probably their importance to most colleges and universities because institutional personnel usually is of high caliber.

Fraud prevention through adequate payroll controls and a good audit program are certainly the most desirable functions. Correcting procedures strengthens controls, prevents errors, and also prevents fraud. The financial adjustment of errors is important to

Continuing a series of  
articles on the subject:

## **Auditors Aid Administration**

### **5—Accounting for Student Payroll**

**A. E. MARIEN**

*Internal Auditing Division  
University of Illinois*

the payee and to the university, although errors ordinarily are not highly significant in size. They occur mostly in time reporting. All earnings and payroll deductions are automatically calculated and "tied out" by key-punched card processes. The function of procedural correction would, no doubt, cover the special purpose of the audit in mind.

#### **AUDIT STEPS**

The audit procedure for a biweekly payroll would consist of the following steps:

1. Control the payroll to be audited at a point where it is determined that no further changes can be made. For a small payroll, such as this one, that point when the voucher is printed may be sufficient.

2. Obtain a copy of the payroll voucher for the checks to be delivered. Note any differences between the controlled checks and the voucher and list the verified reasons for releasing any of the checks to the bursar, such as the reason of a valid payroll advance.

3. Prepare payroll receipts for the checks. In the case of a large payroll, the receipts may be prepared from the the receipts may be prepared from the checks by punched-card processes. (Preprinted receipt blanks may be so designed that they can be filled in with payroll data either by typewriter or by automatic-data processes.)

4. Deliver the checks on the day, and at the place of regular delivery. If possible, deliver them to the payees while they are on the job. Before actual delivery of a check, request the student to show his identification card. While

he is signing and dating a payroll receipt, compare his signature with the one on his I.D. card.

5. Especially verify with supporting records and follow-up, on checks the auditors were unable to deliver promptly. Personal means of communication with the payees is most desirable for follow-up work.

6. Trace the time reported for each employe to daily time cards signed by both work supervisor and student. Trace the rate of pay to employment authorizations. Recalculate the payroll if there are any time and/or rate differences. Also verify perquisites in cases where they are reported.

7. Review all departmental payroll procedures and records by interviewing the person in charge of making up the payroll and by inspecting payroll documents and summaries. Especially observe the authorizing signatures on the mark-sensed time card, which is the final basis for payment.

The diplomatic third-party action of the auditors worked out a solution to the problem at hand. After the department audit was carried out, there was sufficient evidence to indicate that the problem of late processing of time cards had not decreased in its scope. The departmental payroll records, when compared with the payroll voucher, indicated that several students who worked during the two-week period did not receive checks. Also, reasons for the delay had been ascertained. A conference was held with the department head to consider the cause of the delay; then a report was issued. Subsequent biweekly payrolls have been processed on time. #



# Janitorial Products—

what to use, when and where

DAVID J. WATSON

Director of Physical Plant, Clemson College, Clemson, S.C.

ABOUT 90 PER CENT OR MORE OF the money used in custodial service is spent for labor. The other 10 per cent goes for equipment and supplies.

Perhaps the supplies used most would be cleaners and waxes. Cleaners include soaps and detergents. Soaps are in several forms, from a thin liquid on up to cakes, flakes and powder. A so-called liquid soap is often used, and most of the better of these range from 20 to 25 per cent anhydrous soap. Powdered soap is used quite a bit as a hand soap.

Of all the powdered cleaning agents, those containing trisodium phosphate are perhaps the best. Another necessary cleaner is commonly spoken of as a wax stripper. This is used for cleaning waxed floors where an excessive amount of wax has built up on areas outside the traffic lanes or in least used parts of rooms.

The proper type of wax must be selected for a given type of floor. It is most important that we know what the ingredients are in the wax we use. For example, a wax with a petroleum base will streak, and some will even dissolve rubber and asphalt tile. Paste wax is little used today except on wood floors, and even there the liquid wax does a good job and is much easier to apply. An important ingredient to wax is a so-called nonslip agent, usually some abrasive like finely ground volcanic lava or pumice stone.

The three general specifications for a good liquid wax are: (1) It will spread uniformly; (2) it is not harmful to floor or to janitor; (3) it is a stable product that will not deteriorate from temperature or storage changes.

From a paper presented at the Southern Association of College and University Business Officers, 1957.

The next most important janitorial supplies are the so-called tools—mops, brooms, scrubbing machines, dust cloths, wash cloths, and various applicators. Perhaps the handiest of these tools is the treated dry mop. The strings should be heavy and at least 9 inches long. The mop head should have a swivel on the handle to enable the operator to work under furniture and to get in close places.

The oil treatment for these dry mops should be applied according to manufacturer's instructions; the test for sufficient treatment is that when the mop is shaken no dust is released into the air. Mop heads should be changed frequently. The dry mop is used at least daily and sometimes twice daily, depending upon the traffic in a given area.

Another important item is a wide push broom for asphalt and rubber tile floors, and, in fact, for all floors, especially in corridors.

A cart for carrying small equipment is essential. It should have two wheels, and one swivel wheel. The cart will accommodate the following tools and supplies: long handled dustpan and brush; wash water bucket with detergent for cleaning; trash box or barrel; a stick broom; dust cloths, and possibly a little furniture polish. The dust cloths should be of heavy open weave. These should be "treated" by the supervisor or trained personnel and issued to the janitors. After a day's or possibly two days' usage they should be laundered and retreated.

The next step in cleaning floors is accomplished by a good combined buffing and scrubbing machine, usually the last operation of the day.

Wet mopping is essential in the cleaning operation. A good sturdy

long handled wet mop with a wringer bucket on casters is best. It should be accompanied by a squeegee 24 inches wide or wider, depending on the size of the rooms. If no drains are available, a squeegee catch bucket is needed. With this operation a neutral detergent, to which a small amount of pine oil has been added to each gallon of water for bathroom and toilet use, is recommended. A good grade of deodorant cake should be applied in the urinals. Oxalic acid will remove stains and spots on vitreous china and cast iron enamel fixtures.

Standardization of liquid soap dispensers is necessary. The push button type is about as serviceable as any soap dispenser we have used. For paper towels, we like a dispenser that takes the triple-fold 12 inch size. We recommend a roll type of toilet paper holder. This enables purchase of toilet paper in large quantities. The saving is appreciable, even though more paper may be used.

By far the most important "janitorial product" is the custodian himself. From his observation, our supervisor believes that the ideal custodian should be polite and pleasing, from 30 to 50 years in age, should present a neat appearance, and should be willing to take training easily. He should be indoctrinated with the idea of service. In addition to the janitor who does routine cleaning, there should be a specially trained crew for washing windows, venetian blinds, and light fixtures, and for cleaning carpets and other special types of janitorial service.

We recommend a visual-aid program to educate janitors in the best and most up-to-date methods of cleaning. This visual-aid program should be followed by a question-and-answer period.

It is highly desirable to furnish a standard uniform or coverall for janitors, and they should be required to change their clothes before they leave the premises. A uniform enables the supervisor to recognize the janitor at a glance and, in case he should be off the job and in some place he is not supposed to be, he is easily recognizable.

Thus, by choosing the right product, by using it judiciously in the right place, and by having a well trained janitorial force (which is the most important of all), we can create a good impression and a lasting one for the occupants of our buildings and for visitors. #



# VENDING BY MACHINE

FRED R. ECKFORD

Manager of Purchases, Illinois Institute of Technology, Chicago

VENDING BY MACHINE IS AN INTRIGUING idea to college administrators faced with help shortages, financial worries, and pressure for broader services. Mechanical and electronic inventions in the vending field stimulate many exciting possibilities for the future, and machine vending is sure to grow steadily to meet the needs of school and student.

"Vending machines are a nuisance" is a familiar statement in conversation, discussions and questionnaires. Mechanical problems, poor appearance of the machines, and litter in the vending area have prejudiced many a college official to the point where he either ignores machine vending or else hides

the monsters in the basement behind the boiler.

My purpose in this article is to encourage logical thinking about the subject, to offer suggestions for solving some of the problems, and to encourage those who may be retreating from the problems to turn around and attack.

## NATURE OF VENDING MACHINE

The development of automatic vending has been slow because of the innumerable problems involved in perfecting the mechanical gadgets necessary to perform the operation. Coin handling is the heart of the machine, and for many years only

penny operated gum ball, stamp and weighing machines were available. Now, with slug rejectors, change makers, multiple price units, and a few units handling up to a 50 cent piece, the money handling possibilities have expanded tremendously. Although failing coin boxes are still a headache, the problem is greatly reduced, and with the new machines rapid improvement may be noted.

The distribution mechanism is not the obstacle that the coin box has been. The simple vendor of stamps and gum balls has blossomed out into cigaret machines distributing 22 varieties, and merchandise machines with 36 varieties. Even a 50 pound piece

View of vending machine lounge at Gable Courts, Purdue University, Lafayette, Ind.



#### IN COLLEGE RESIDENCE HALLS AND FOOD SERVICE AREAS:

Widespread use of vending machines is indicated in a recent survey conducted by College and University Business. A total of 470 colleges answered the questionnaire. Of these 470 colleges:

- 415 schools have 3965 soft drink machines
- 333 schools have 2866 coin operated washing machines
- 319 schools have 2675 machines dispensing sanitary napkins
- 316 schools have 2369 candy vending machines
- 268 schools have 1616 driers
- 246 schools have 1302 cigaret machines
- 176 schools have other types of vending machines

of ice can be faithfully vended by machine.

Vending machines in a single installation may have six or seven different temperatures under which various materials are held. Frozen foods, ice cream, milk, soft drinks, chilled fruit, pastries, sandwiches, instant coffee, and brewed coffee take a variety of temperatures requiring small refrigeration units or heaters.

Making vendors perform like soda jerks has brought complexity and high cost to the vending mechanism. Pushing a button or dialing your recipe activates control valves so that a cup is filled with the item chosen. The common soft drink mixer delivers from four to six different drinks while the instant coffee machine usually mixes up four variations plus hot chocolate. The development of electrical relays and solenoid valves has made possible these complex beverage machines.

Packaging the vended item is another mechanical problem that has taken a long time for development. When the temperature for coffee making went up to 210° F. from 170° with the advent of the coffee brewing machines, the standard paper cup was inadequate. Plastic coating instead of wax coating of paper cups has been the solution of this problem.

The packaging of sandwiches and pastries has not yet been worked out satisfactorily. A caterer may be needed to prepare these items if food service units in the area are unable to handle them.

Aluminum foil has become an ideal wrapping for frozen food that needs to be reheated. Waxed paper cartons for milk and the traditional bottle for soft drinks make dispensing these items a simple matter. Canned food

for vending machines is now available in about 30 varieties.

Vending by machine is advantageous in the following situations:

1. When volume is too small for regular counter sales. Labor costs have gone up a great deal, so one must either have adequate volume or find a substitute method of distribution. Food vending machines are receiving their major impetus from this factor.

2. In strategic locations where space and conditions do not permit counter sales. In recreation rooms, lounges and hallways, vending machines take up little space and are convenient to students. In most of these locations counter sales would be impossible.

3. For sales around the clock. This is a service to students wanting refreshments at all hours. Vending machines might keep students on campus more at night by making available beverages and food otherwise sought outside.

4. To increase selling points where counter sales are already overtaxed by high volume. With increases in student enrollment ahead, it may be economical to enlarge food vending operations rather than regular food services, particularly where many day students are involved. The vending operation fits in best with the habit of many day students of bringing part of their meals from home. Most machines give faster service than do counter sales. Beverage machines are the best example of this speed-up in service.

5. To attract interest and encourage impulse buying. People like to use machines. They are handy, quick and, in the case of new complicated machines, fun to use.

Although some institutions have purchased vending machines, most

avoid doing this. The investment is high, the repairs are intricate, and constant improvements make buying machines risky. Simple candy and cigaret machines may cost between \$150 and \$250. Complicated soft drink mixers and coffee brewing machines run as high as \$1800 for each machine. A full battery of machines for food vending may cost as much as \$10,000.

Leasing the machine or contracting for both machine and service is the way to avoid capital investment and risk. In populated areas several companies usually are available to bid on furnishing machines and service.

Although there is the idea afloat in the vending industry that commissions are an evil and ought to be replaced by better service and equipment, schools should do their best to obtain a favorable bid on their vending operations. Use of space, utilities and the right to sales potential on the premises should bring a return to the institution. It is also a sound principle to develop this income for the budget of the institution rather than allot these funds to recreation projects or clubs.

#### REVIEW EARNINGS REGULARLY

Control of money and inventory of materials is just as important in machine vending as in any other operation. Institutions servicing their own machines should have careful records of materials put into machines in order to balance this against money taken out. When a contract is involved, the institution should check the methods used by the vendor to control the income and should review the earning rates of machines regularly. Watching an area sometimes may be necessary if it appears that a service man is not turning in the full income.

Planners of new installations or of changes should consider many factors carefully.

The needs of the area to be served are often broader than is first recognized. For example, milk, ice cream, and fruit may turn out to be popular in an installation originally planned for soft drinks and candy only. The former items are more beneficial for the students, and every effort should be made to encourage their sales.

Location of vending machines is sometimes restricted by school policy. Machines are best located where there is a lot of student traffic or space for

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students to congregate and where supervision of the machines is convenient. Lounges, recreation rooms, locker rooms, and hallways make ideal spots. When machines are out in the open and not in isolated places, the chances of vandalism are reduced.

The appearance of the vending machines and the area in which they are kept often constitute a serious problem. Some manufacturers have improved the looks of the machines but in most cases, at the present time, a battery of machines is an eyesore. Most operators seem to underestimate

the cleaning service needed in a vending area. This is a normal cost to be recovered from income as it would be in a cafeteria. In contracting for vending service the operator should look for the best looking machines and plan for adequate cleaning of the area.

Legal requirements are important to consider in a new vending installation. Licenses, zoning requirements, and sanitation codes should be checked carefully with local authorities. There is likely to be an increase in regulations as vending by machine grows, particularly in the area of sanitation.

The service available is as important as is the machine itself. This must be completely adequate for both restocking and repairs. The frequency and time of servicing should be agreed upon and checked. One institution has an agreement providing for all servicing to be done before 9 a.m. daily.

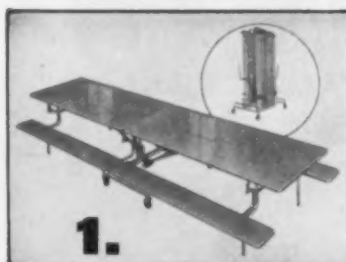
Every effort should be made to develop a return on the gross sales of from 10 to 20 per cent. Vending by machine should be considered an auxiliary enterprise and carefully managed as such. Although vending is one of the most difficult enterprises in which to forecast success or failure, careful management and analysis will aid in steering clear of the pitfalls.

Liability for injury to workmen, customers and property in connection with vending machines should be covered by the insurance carried by the vending machine company where machines and services are obtained on contract. The institution should request a certificate of insurance from the vendor and, when possible, have the institution named as an additional insured in the policy.

Automatic feeding and outdoor vending appear to be the main directions for growth in the automatic vending industry. Some chain stores are considering how to join mechanical vending to their self-service systems. New machines, such as the automatic coffee brewer, have appeared, and electronic operation of vending machines probably is close at hand.

Schools can learn much from the vending installations in industrial locations. Feeding units in many plants provide pastries, salads, sandwiches, fruit and hot food, both from cans and aluminum foil packages, in addition to the usual beverages, candy, gum and cigarettes.

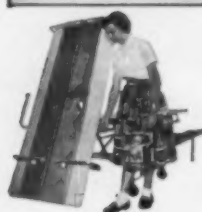
Good administration can bring the vending program out of the nuisance class by: (1) centralizing the administration of the vending program in one office of the institution; (2) centralizing operations in as few vendors as possible without sacrificing income; (3) getting bids on the operation so as to get a maximum return; (4) shopping for the best looking machines; (5) planning realistically for cleaning services in the vending area; (6) reviewing frequently the vending program and keeping it flexible through including a cancellation clause in all agreements made. #



1.



2.



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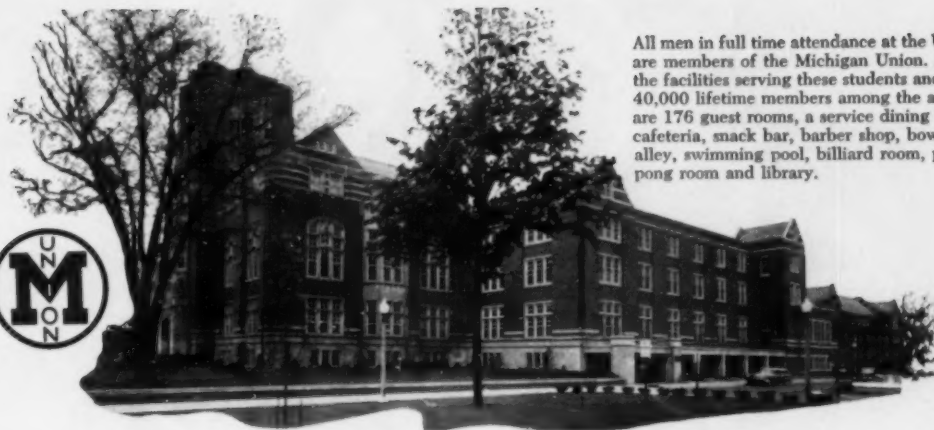


3.



4.





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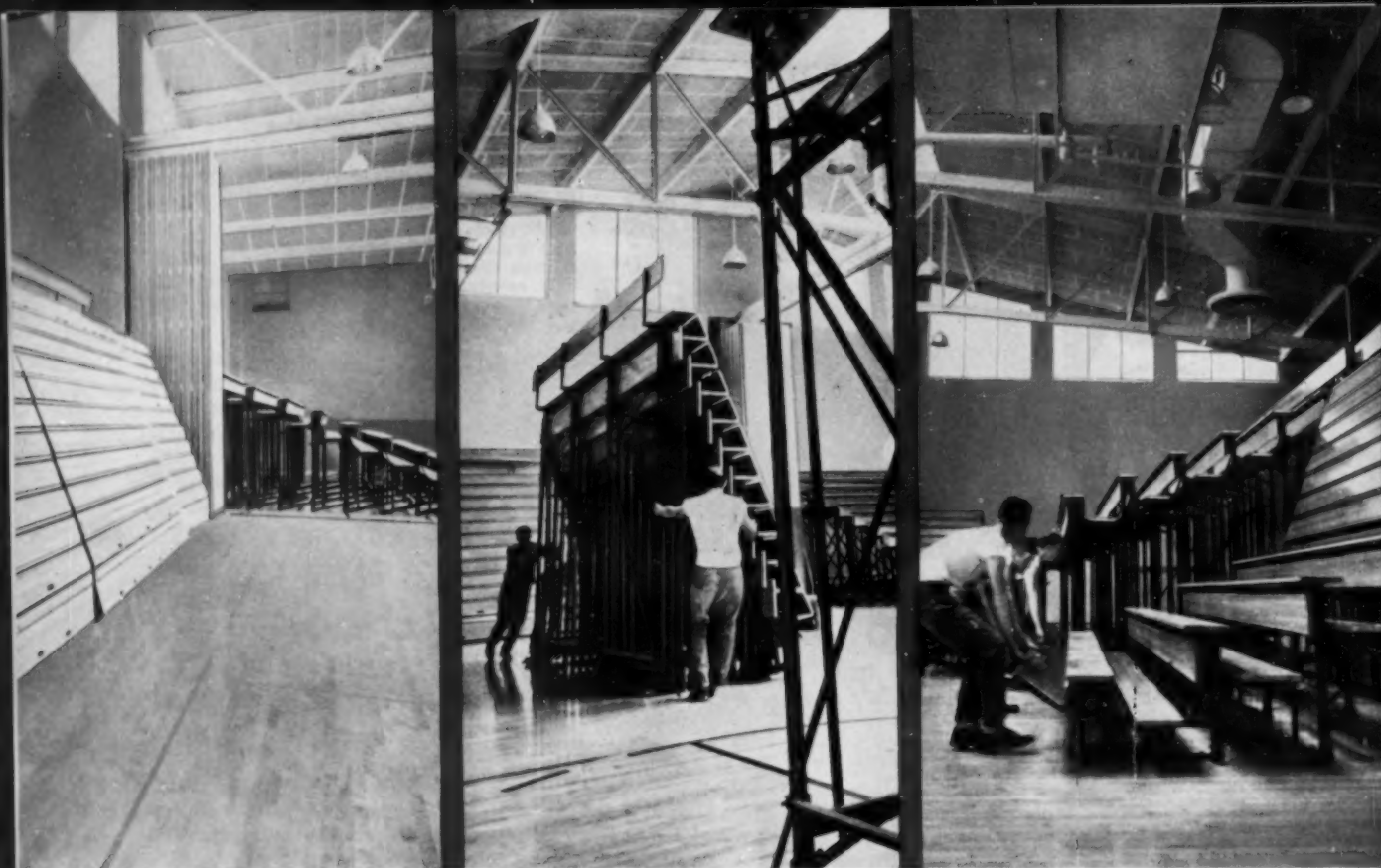
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# NEWS

HEW Following Up Findings of President's Committee . . . Michigan Will  
Open Dearborn Center Campus . . . Small Colleges to Build Big . . . Case  
Will Sponsor Federal Aid Bill . . . Esso Grants Aid to Science Teaching

## L. G. Derthick Heads Special Task Force to President's Committee

WASHINGTON, D.C. — Marion B. Folsom, secretary of the Department of Health, Education and Welfare recently commended the President's Committee on Education Beyond the High School upon completion of its second report to the President and announced steps for a detailed study of the report within his department.

Mr. Folsom appointed a special department task force, headed by Lawrence G. Derthick, U.S. Commissioner of Education, to review the committee's findings and recommendations.

Others on the task force include the following: *From the office of the secretary*, Elliot L. Richardson, assistant secretary for legislation; Dr. Robert H. Hamlin, assistant to the secretary for program analysis; Wesley L. Hjornevik, assistant to the undersecretary, and Joseph H. Meyers, office of the general counsel. *From the Office of Education*, Lloyd E. Blauch, assistant commissioner for higher education; Ralph C. M. Flynt, director, higher education programs branch, and Ernest V. Hollis, director, college and university administration branch. *From the Public Health Service Branch*, George St. J. Perrott, chief, division of public health methods.

In commenting on the President's committee report, Secretary Folsom stated: "One of the most urgent needs is for better data on current trends and probable future needs in education. To that end, the Office of Education some time ago invited a number of experts to serve as special consultants to the Office's program of basic statistics. This committee of experts is now actively at work on the development of a long-range program to provide better information on the status and needs of education."

## New Federal Aid Bill

WASHINGTON, D.C.—Senator Clifford P. Case (R-N.J.) recently announced that he would introduce a bill to authorize a \$2½ million federal program to help the states develop plans to expand their college facilities. Senator Case declared that the money would be distributed among the states on a matching basis. The program would be administered by the U.S. Commissioner of Education.

The bill would also authorize federal expenditures "of up to \$50 million a year to stimulate construction" of college capacity. Senator Case stated that "this sum, plus the amount expended by the states, would be expected to provide for about 250,000 students who might otherwise go without college training."

## Wesleyan's Scholarship Budget Reaches \$265,730

MIDDLETOWN, CONN. — Approximately \$265,730 in scholarship aid will be granted to Wesleyan University students during 1957-58, according to a recent announcement by President Victor L. Butterfield. This is the largest amount ever offered by Wesleyan and represents an increase of \$46,750 over last year's scholarship budget. The budget figure does not include additional scholarship aid offered through outside sources.

On the basis of present records, an estimated 35 per cent of the 750 man student body will be on scholarship during the next academic year. The average annual scholarship will be \$1050. Nearly six out of every seven Wesleyan scholarship holders receive their aid from Wesleyan funds. The remaining scholarships come from industrial, civic and private organizations or individuals. There are no athletic scholarships.

## University of Michigan Plans New Campus at Henry Ford's Home

ANN ARBOR, MICH. — Regents of the University of Michigan recently announced plans for the development of the Dearborn Center campus of the University of Michigan near Fair Lane, former home of the late Henry Ford. Meeting at Fair Lane, the regents authorized a \$6½ million development of an initial 45 acre campus and construction of four buildings.

The new campus is scheduled to open in September 1959 and will offer junior and senior college level courses in literature, science and the arts; business administration, and industrial and mechanical engineering. Graduate work leading to the master's degree will be available.

An internship or work study program between the university and business and industry is being arranged. Dearborn Center students will work three months and attend classes three months, alternately through the junior and senior years.

Buildings authorized include a classroom building, an engineering laboratory, a student activities-library building, and a faculty office building. Construction will cost \$4¼ million and furnishings will cost another million dollars. The remaining \$6½ million will be needed for utility lines, roadways, parking lots, and other site development costs.

Work on the site will begin next January, and construction will start in April.

## Higher Tuition Helps Finance Salary Increases

PHILADELPHIA. — Faculty salary increases of from \$500 to \$1000 a year and tuition increases up to \$50 a semester were announced recently by Dr. Robert L. Johnson, president of





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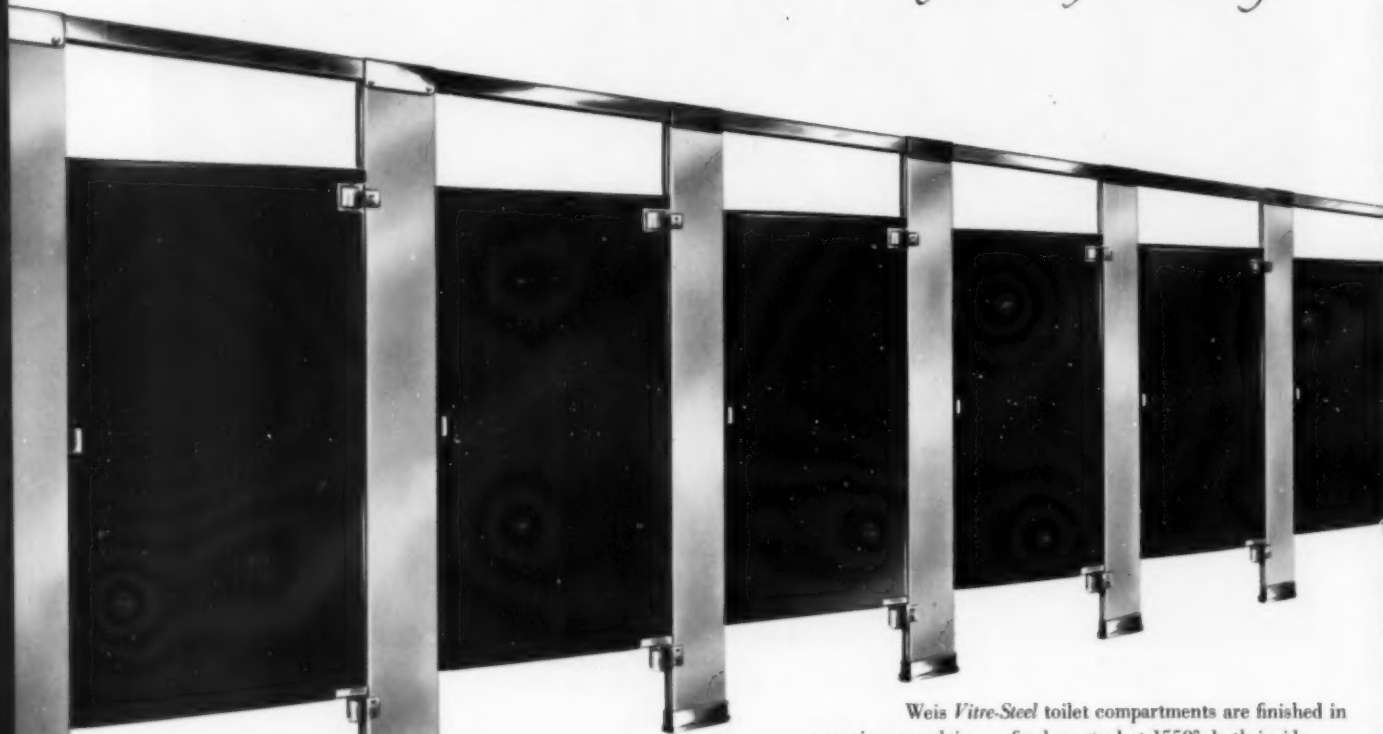
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Temple University. It will allot more than \$800,000 during the coming year for the salary increases, improved retirement benefits, and recruitment of more faculty.

Tuition increases, amounting to \$50 a semester for undergraduates and smaller amounts in the professional and specialized divisions, will help finance the higher salaries. According to the new schedule, instructors will be paid \$500 more next year; assistant professors, \$600; associate professors, \$700; full professors, the top increase of \$1000.

### One-Fourth of Men College Students Are Korean Vets

WASHINGTON, D.C. — The fifth anniversary of the Korean G.I. bill took place August 22. It has given nearly 2 million Korean veterans a chance to further their education. According to V.A. figures, four out of every 10 of the nation's 5,100,000 Korean veterans have availed themselves of educational opportunities.

Nearly a million have gone to college. More than 600,000 have attended schools below the college level, such as trade and business institutions. The rest of the veterans took their training on the job and on the farm.

In total, Korean veterans thus far have averaged nearly one year of training apiece. This average will go up as thousands of them have not yet completed their courses.

The veteran is still a substantial part of the college campus population, according to V.A., with one-fourth of all male college students being veterans. V.A. predicts that by 1960 one out of every seven men in college will be there under the Korean G.I. bill.

### Science and Engineering Helped by Large Grant

NEW YORK. — Eugene Holman, chairman of the board of the Standard Oil Company of New Jersey, has announced a company grant of \$1½ million to finance a special three-year program to stimulate education in science and engineering in colleges and universities.

The grant, marking the 75th anniversary of Standard of New Jersey, was made to the Esso Education Foundation, established in 1955 to aid private colleges and universities. During its first two years, the foundation has given \$2,260,000 to such institutions.

Mr. Holman reported that the three-year program will aid science teaching in both secondary schools and colleges. At the secondary level, teachers will get an opportunity to study at two summer institutes. At the college level, funds will be given to science and engineering departments that are chosen for recognition.

### Fordham Passes Halfway Mark in Fund Goal

NEW YORK.—Rev. John G. Furniss, S.J., director of the Fordham University 10 year development fund, re-

ports that within three years Fordham has realized more than half of its \$11 million goal. The fund office now has a total of \$6,353,662 in contributions and grants.

Among the program's prospects is the establishment of a \$3½ million student-faculty center on the Bronx campus. Work on it is scheduled to begin this fall. Other building projects include the construction of a downtown campus for the schools of business, education, law and social service, and the renovation of Dealy Hall on the Bronx campus.

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### Small Colleges Seek to Hasten Accreditation

JOHNSON CITY, TENN. — A report of the member institutions of the Council for the Advancement of Small Colleges, at a meeting at Milligan College, reveals that 64 of the little non-accredited colleges, with an average student population of 500, spent \$6,300,000 on buildings last year and are planning to spend \$14 million on building programs next year.

Plans of these institutions for the next five to 10 years call for 72 buildings at a cost of \$23,600,000.

The council's project, known as Operation Expansion, is in line with the recent report of the President's Committee on Education Beyond the High School, which advocates expansion and support of existing institutions instead of building new ones. The report also urged a helping hand for colleges seeking accreditation.

Dr. Alfred T. Hill, executive secretary of the Council for the Advancement of Small Colleges, reported to assembled presidents and administrators that "it costs five times as much at present building costs to create a new college or to expand those already highly developed with large campuses and large overhead expenses as it does to expand the existing facilities of small colleges."

The council has under way at the present time a three-year development program that will cost about \$3 million. It is aimed primarily at increasing faculty salaries, but also includes research, coordination of group efforts, council operations, and two surveys on academic and business management.

### Carnegie Aids Higher Education With Grants

NEW YORK. — Grants totaling almost a half million dollars are being made to higher education by the Carnegie Corporation of New York.

The largest grant has been made to Northwestern University: \$156,000 to encourage research and to develop new undergraduate and graduate courses in educational psychology.

Among the grants are: \$55,000 to the National Education Association for a conference on gifted students, \$36,000 to Illinois Institute of Technology for development of a new approach to mathematics teaching, and \$66,000 to the University of Maryland for developing an experimental program of mathematics for junior high schools.





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## Plans New Residence Halls for 1144 Men

UNIVERSITY PARK, PA. — Officials of Pennsylvania State University recently announced intentions to build new residence halls and a dining hall to serve 1144 men students. Eric A. Walker, university president, declares that the cost of the buildings will be amortized out of income from operations. This will enable the university to remove temporary housing.

With completion of the new buildings, Penn State will be able to accom-

modate 5700 men and women students in permanent housing. This is about the number that now live on campus, some in temporary housing.

An increase in fees will take place this fall: from \$280 to \$350 for full-time Pennsylvania resident students, and from \$580 to \$750 for out-of-state students. Basic room and board charges, including residence hall counseling services, will rise from approximately \$690 to \$762 a year for men students and from \$690 to \$780 a year for women. The figures vary according to type of accommodation.

## President's Committee Warns of Growing Crisis

WASHINGTON, D.C. — The second report to the President of the President's Committee on Education Beyond the High School declares that the enrollment bulge will not slacken and that college administrators should be prepared for six million students sometime around 1970.

This prospect offers an "opportunity and challenge" and should not be looked upon as a disadvantage, the committee asserts.

Committee recommendations urge that federal revenue laws be revised to give reductions on income tax to parents providing an education for their children and also suggests that greater tax benefits be made available to those least able to pay their way through college.

The report recommends a "judicious" use of credit to finance higher education and urges private and public support in local and state areas to promote sound credit plans that would make available to qualified high school graduates loans at low interest.

The 108 page report is the result of a 16 months' study by 35 persons constituting the committee appointed by the President. The chairman is Devereux C. Josephs, chairman of the board of the New York Life Insurance Company. Meetings of the committee in Washington have been supplemented by five regional conferences of educators and laymen.

Teacher shortage is considered to be one of the most critical problems facing higher education, and the report suggests that institutions drastically revise their present rates and procedures in regard to compensation. A revision of the College Housing Loan Program is recommended, making grants-in-aid available to states on a matching basis for construction of other facilities as well as housing.

The report urges states and regional areas to exhaust all possibilities of providing scholarship funds before requesting a federal scholarship program.

In commenting on the U.S. Office of Education, the committee sharply criticizes the services now available from that agency. "We have been struck, above all else, by the astounding lack of accurate, consistent and up-to-date facts, and by how little this nation knows about this enormously vital and expensive educational enterprise, the report states.

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## DIRECTORY OF ASSOCIATIONS

### National Association of Educational Buyers

President: J. S. Reeves, University of Florida; executive secretary: Bert C. Ahrens, 1461 Franklin Ave., Garden City, N.Y.  
Convention: May 7-9, Leamington Hotel, Minneapolis.

### College and University Personnel Association

President: James N. Ewart, California Institute of Technology; secretary-treasurer:

Shelton F. King, Carnegie Institute of Technology; executive secretary: Donald E. Dickason, University of Illinois. Permanent headquarters, 809 S. Wright St., Champaign, Ill.; Kathryn Hansen, editor, C.U.P.A. Journal.

### National Federation of College and University Business Officers Associations

President: C. O. Emmerich, Emory University; vice president: Kurt Hertzfeld, University of Rochester; secretary-treasurer: G. W. Green, California Inst. of Technology.

### National Association of College Stores

President: F. J. Worthington, Princeton University Store, Princeton, N.J.; general manager: Russell Reynolds, Box 58, 33 West College Street, Oberlin, Ohio.  
Convention: April 8-11, Biltmore Hotel, Los Angeles.

### Association of College and University Housing Officers

President: William C. Wells, University of Maine; secretary-treasurer: Leonard A. Schadt, University of Michigan.

### National Association of Physical Plant Administrators of Universities and Colleges

President: W. P. Wetzel, Temple University; secretary-treasurer: A. F. Gallistel, University of Wisconsin.

### Associations of College and University Business Officers

#### American Association

President: William M. Jones, North Carolina College; secretary: B. A. Little, Southern University.  
Convention: April 24-26, Willard Hotel, Washington, D.C.

#### Central Association

President: Parker Hall, University of Chicago; secretary-treasurer: Ralph Olmsted, Evansville College, Evansville, Ind.  
Convention: May 4-6, Edgewater Beach Hotel, Chicago.

#### Eastern Association

President: John Schlegel, Lafayette College; secretary-treasurer: Kurt M. Hertzfeld, University of Rochester.  
Convention: Dec. 1-3, Hotel Shoreham, Washington, D.C.

#### Southern Association

President: Claude M. Reeves, Huntingdon College; secretary: C. O. Emmerich, Emory University.

#### Western Association

President: Kenneth A. Dick, University of Idaho; secretary: Robert B. Gilmore, California Institute of Technology.

### Association of College Unions

President: George Donovan, Pennsylvania State University; secretary-treasurer: Edgar A. Whiting, Cornell University; editor of publication: Porter Butts, University of Wisconsin.

### Canadian Association of University Business Officers

President: G. A. Grimson, controller, McGill University; secretary-treasurer: F. J. Turner, Carleton College.  
Convention: June 5-7, McMaster University, Hamilton, Ont.

### American College Public Relations Association

President: Lynn Poole, Johns Hopkins University; executive secretary: W. Noel Johnson, 1785 Massachusetts Ave., Washington, D.C.

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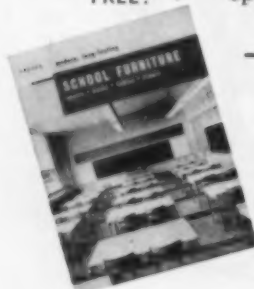


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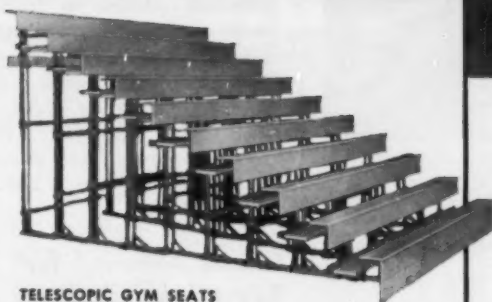
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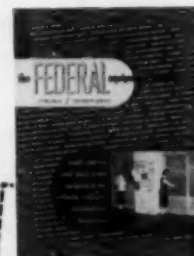


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## \$5 Million for Faculty Development Program

NOTRE DAME, IND. — The Rev. Theodore M. Hesburgh, president of the University of Notre Dame, has announced the creation of a \$5 million fund to be used exclusively for faculty development. Nucleus of the fund is a \$3,074,000 grant made to the university by the Ford Foundation. The philanthropic organization has awarded grants totaling \$260 million to help raise faculty salaries at all private accredited four-year U.S. colleges and universities.

Augmenting the Ford benefaction, Father Hesburgh pointed out, is a total of \$1,400,000 in alumni and corporate contributions to Notre Dame's faculty development program during the last three years. He believes the \$600,000 needed to complete the \$5 million fund will be raised in the near future from Notre Dame alumni and friends.

Income from the faculty development fund will be used to increase professors' salaries, to finance their further study, and to support publication of their research and writings. Father Hesburgh reported that during the last three years Notre Dame's faculty salary scales have been upgraded substantially and that the total faculty payroll has been increased by about \$750,000.

## Grants Awarded for Educational Radio

ANN ARBOR, MICH. — The Educational Television and Radio Center recently awarded grants totaling \$42,513 to 10 organizations for the development of educational radio programs. H. K. Newburn, president of the Center, announced.

A part of the Center's three-year support plan for educational radio program development, the grants went to the following institutions:

University of Illinois, \$1200; Indiana University, \$1788; Iowa State College, \$3400; Lowell Institute Co-operative Broadcasting Council in Boston, operator of stations WGBH and WGBH-TV, \$3200; Pacifica Foundation, operator of station KPFA in Berkeley, Calif., \$4500; St. Louis Public Schools, \$6700; University of Texas, \$5350; Union Theological Seminary, New York City, \$4700; University of Wisconsin, \$6975; Michigan State University, \$3800.

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FOR CORRELATED CONTRACT GROUPINGS

of the National Association of Educational Broadcasters. All programs will be oriented to the general theme of "The American in the Twentieth Century."

In announcing the grants, Dr. Newburn acknowledged the encouragement and guidance of the National Association of Educational Broadcasters in helping to carry out the program of grants. The association—hub of the network of 81 educational radio stations—screens applications for grants and makes recommendations to the Center.

## Survey Analyzes Desegregation Stand

PRINCETON, N.J. — A survey completed by the Woodrow Wilson School of Public and International Affairs at Princeton University indicates that exposure to mass information media originating in other parts of the nation tends to diminish Southern opposition to desegregation.

White persons who read newspapers and magazines, listened to the radio, and watched television were more sympathetic to the Northern point of view than were persons who did not.

Dr. D. Melvin Tumin, professor in the department of economics and sociology at Princeton, reports on the survey in the current issue of *Public Opinion Quarterly*.

Some 300 white persons were interviewed on such questions as the capacities and traits of the Negro, their willingness to send white children to the same school as Negroes, and other reactions to integration.

"Of the 110 respondents who listened to the radio news analysts, some 89, or 80.9 per cent, most frequently tuned in to a national hookup originating in a Northern state," Dr. Tumin noted. Of the television viewers, 97 per cent watched national as opposed to regional news.

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## NAMES IN THE NEWS



Vance D. Rogers

Dr. Vance D. Rogers, formerly pastor of the Trinity Methodist Church, Lincoln, Neb., has been appointed president of Nebraska Wesleyan University.

He succeeds the late Chancellor Leland Forrest, who died last spring following a brief illness.

Russell B. Troxel, formerly superintendent of public schools at Farmington, Ill., is now executive secretary of the Alumni Association of Illinois Wesleyan University, Bloomington. Mr. Troxel succeeds June Schultz, who resigned.

John I. Kirkpatrick, controller of the University of Chicago, has been appointed vice chancellor for administration. In the newly created position, Mr. Kirkpatrick will be responsible for the fiscal, physical and development areas of the university and will report to Chancellor Lawrence A. Kimpton.



J. I. Kirkpatrick

Harold A. Dibble, recently retired army major, has become manager of Syracuse University's food service warehouse, and Raymond G. Doersam, food director at Briarcliff College, has been appointed to the food service staff, according to Ursula P. Pettengill, director of food service at Syracuse.

Rev. Paul Barker, pastor of the Trinity Methodist Church of Bristol, Va., has been named president of Bax-



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*New, improved Universal calculator shows how to plan maximum balcony seating with minimum ceiling height and establish ideal sight line; enables you to reduce total gymnasium cubage ... make big savings on building and heating costs*

Also figures seating capacity per gym size ... or vice versa



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*for the asking*

Designed by *Universal* engineers after years of on-the-job experience, this new, improved calculator will give you the proper balcony height for ideal seating sight line in relation to main floor seating. At the same time, it shows how good planning can reduce ceiling height to a practical minimum ... for big savings in both building and heating costs. This valuable calculator also figures seating capacities in relation to gym sizes, has  $\frac{1}{16}$ ",  $\frac{1}{8}$ " and  $\frac{1}{4}$ " scales as well as a standard rule ... plus handy eraser shields. Send coupon today for as many as you can use. No cost or obligation,

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### CLASSROOM



Permits proper seat height for both standard and higher requirements.

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AJUSTRITE was first designed and made specifically for laboratory use.

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AJUSTRITE offers many advantages to the effectiveness of instruction and practice.



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The most popular AJUSTRITE stool. Seat adjusts 18" to 27"—has 13" diameter steel seat; hardwood seat, backrest, floor glides optional. All metal construction for lifetime durability. This one stool meets most requirements in majority of laboratories and shops which would otherwise need several sizes of ordinary stools.

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### Toilet ALL-ANGLE Plunger

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ter Seminary, Baxter, Tenn. He succeeds Dr. Harry Lee Upperman, president of the seminary for the last 34 years; he retired in June.

Philip J. Driscoll, assistant director of admissions at Brandeis University, Waltham, Mass., since 1953, has been appointed director of admissions. He will assume his new duties immediately, according to an announcement by Dr. Abram L. Sachar, Brandeis president.



Philip J. Driscoll

John Morris, formerly safety supervisor for the University of Minnesota, is now safety coordinator at the University of Illinois. He will report to the director of nonacademic personnel and will be under policy guidance supervision of the University Safety and Fire Protection Board.

A. B. Hicks, business manager of the University of Michigan's Engineering Research Institute, and Frederick E. Oliver, chief accountant in the business office, have been named assistant controllers at the university, according to an announcement by Gilbert L. Lee Jr., controller. Both men will continue handling their present responsibilities; the new appointments constitute newly created positions.

H. R. Partridge, director of food services at Florida A & M University for the last two years, has been appointed business manager to replace J. R. E. Lee Jr., who retired recently after having been business manager since 1924.

Lawrence Whaley, purchasing agent of Howard University, Washington, D.C., has retired after more than 36 years as a member of the administrative staff of the university. He will be succeeded by Thomas D. Lowe.

Bruce S. Hawley, director of purchases at Wellesley College, Wellesley, Mass., has been appointed assistant to Gerald D. Henderson, business manager of Vanderbilt University, Nashville, Tenn.



Frederick E. Oliver



H. R. Partridge

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Also, Double-hung Windows with  
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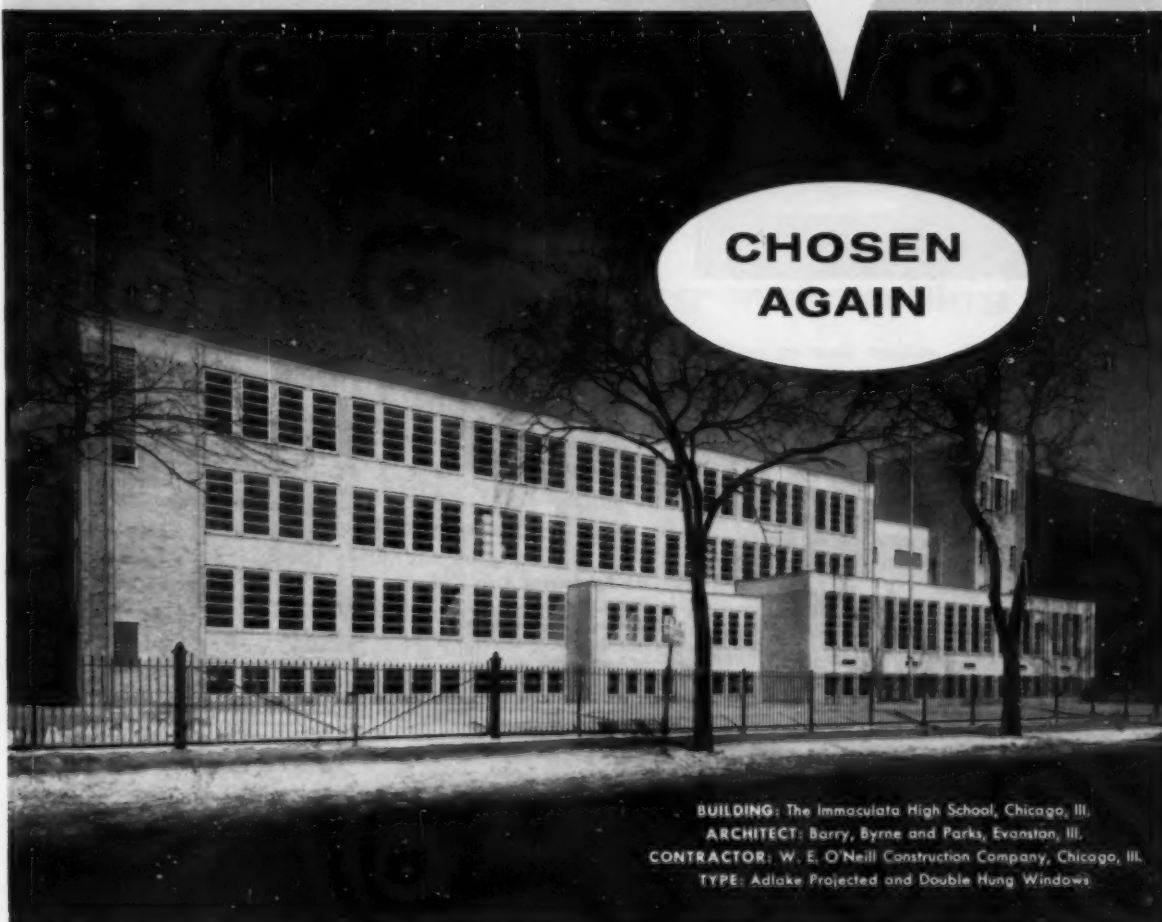
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CONTRACTOR: W. E. O'Neill Construction Company, Chicago, Ill.

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George R. Olsen

**George R. Olsen**, acting director of halls of residence at Indiana University for the last two years, has been named director. Mr. Olsen became acting director in 1955 when **Mrs. Alice Nelson**, who for 35 years had managed and operated the university student housing system, was named executive director and given the duties of planning and supervising expansion of student housing. Mr. Olsen has

been associated with the student housing system at Indiana since his graduation from its business school in 1950.



Frederick H. Bauer

**Frederick H. Bauer**, chief accountant at Kent State University, Kent, Ohio, has been named controller of the institution. Previously he had served as business manager for 16 years at State Teachers College, Slippery Rock, Pa.

By recent action of the regents of the University of Wisconsin, **Neil G. Cafferty**, controller, has been promoted to business manager. **Reuben H. Lorenz** has been named assistant business manager; **S. Edward Horkan**, controller, and **W. E. Strauss**, assistant controller. As business manager, Mr. Cafferty will be responsible to the vice president of business and finance for supervision and administration of all business activities for the university. **A. W. Peterson**, vice president, will continue to carry major responsibilities of the construction program, finances, and the administration and investment of the university's trust funds. Announcement was also made of the appointment of **Robert P. Lee** as director

## At Michigan State University...



NEW LIBRARY

Architect: Ralph R. Calder

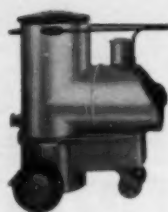
## 21 BUILDINGS EQUIPPED WITH SPENCER VACUUM CLEANING SYSTEMS

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### 81 Portables Also

At M.S.U. 81 Spencer portable vacuum cleaners are used for cleaning areas not equipped with stationary systems.

### Request These Free Catalogs

**Catalog 133** — Provides detailed information on Spencer central vacuum cleaning systems.

**Bulletin 133N** — Describes new Spencer VACUSLOT System, the complete house-keeping facility.

**Bulletin 114-J** — Describes Spencer portable vacuum cleaners.



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Neil G. Cafferty



Robert P. Lee



Leroy E. Luberg



Fred H. Harrington

of the Wisconsin Center. **Leroy E. Luberg**, former executive secretary to Wisconsin's Gov. Vernon Thomson, has become dean of students to succeed **Dr. J. Kenneth Little**, who resigned from the vice presidency of student affairs. **Dr. Fred H. Harrington**, professor of history, was named special assistant to President E. B. Fred.

**Thelma Alber**, assistant business manager of Gallaudet College, national college for the deaf at Washington, D.C., resigned, effective August 15, after 30 years with the institution.

**Floyd J. Vance**, registrar of Otterbein College, Westerville, Ohio, has been named acting president until a successor is named to **Dr. J. Gordon Howard**, now a bishop of the Evangelical United Brethren Church.

**Wesley F. Rennie**, formerly executive director of the Committee of Economic Development and a former associate general secretary of the World Alliance of the Y.M.C.A., has been named interim president of Springfield College, Springfield, Mass. He succeeds **Dr.**





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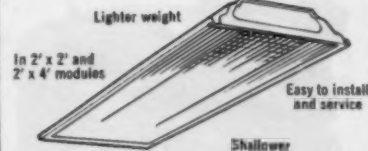
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IN COLLEGES, UNIVERSITIES, ELEMENTARY  
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With high operating expenses for housekeeping personnel, chute costs can be written off in several years — therefore —

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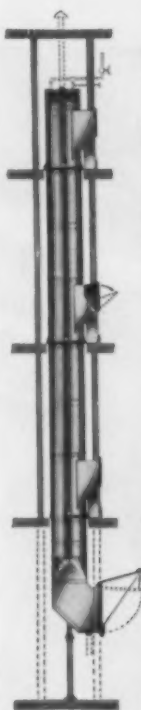
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Donald C. Stone, who recently joined the administrative staff of the University of Pittsburgh as dean of the new graduate school of public and international affairs. Mr. Rennie assumed his new duties September 1 and will serve until the board names a permanent president.

Four new appointments have been made to the administrative staff of Northern Illinois University, DeKalb, announces C. H. Dorland, director of business services. Frank Vaughan, former disbursing officer with the U.S. Navy, will be purchasing agent to succeed Tony Niccum, who has become assistant director of the division of business services at Northern Illinois.



Frank Vaughan



Richard W. Grant



Cecil J. Trimble



Marilyn TenBoer

Richard W. Grant, a recent graduate, will be an accountant in the business services division. Cecil J. Trimble, formerly superintendent of a community unit and school district at Wenona, Ill., becomes superintendent of buildings to fill the vacancy caused by the retirement of Arthur Johnson. Marilyn TenBoer was formerly director of field services at Illinois Wesleyan University, Bloomington, Ill. Mr. TenBoer will occupy the newly created position of personnel officer at Northern Illinois.

Karl R. Friedmann, vice president of Girard College, Philadelphia, has been named acting president to succeed Dr. Edwin Newbold Cooper, who died August 4 at the age of 58.

Dr. Edgar Odell Lovett, first president of Rice Institute, Houston, Tex., died August 13 at the age of 86. Dr. Lovett served as president from the institute's founding in 1912 until 1946, when he became president emeritus.

The Very Rev. R. S. K. Seeley, provost of Trinity College, Toronto, Ont., died August 3 following in-

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"FLOOR-KING"  
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## In figuring your Painting Costs

### Here's a Sound Equation

$$\frac{\text{PAINT + LABOR}}{\text{AREA}} \div \text{YEARS OF SERVICE} = \text{TRUE PAINT COST}$$



The above equation may not be perfect mathematics. But it *does* suggest an "engineered approach" to maintenance painting that can save you REAL MONEY. To begin with, the cost of paint *per gallon* can be misleading, for it doesn't take into account the cost of *painting labor* which today is at least four times that of the paint. And paints like Barreled Sunlight that are *engineered* to go on faster and easier will make labor savings far beyond their slight extra cost per gallon.

We put this "Paint-plus-Labor" factor over "Area," for paints like Barreled Sunlight that are engineered to hide better and cover more area per gallon give you further savings on both paint and labor.

Finally, the whole thing has to be divided by Years of Service. For the less often you have to paint, the less your painting program costs over the years. Add to that the further savings in properly protected surfaces from paints engineered to stand heavy punishment, and the finest paints money can buy become the cheapest in terms of service.



#### For you . . . Facts on Engineered Paint

They're down-to-earth facts . . . clear, concise, fast-reading facts on maintenance painting written with an engineer's viewpoint. Tells how to save money . . . in paint and labor. Tells how to improve visibility, production and worker morale. Contains color chips and full application data on famous Barreled Sunlight Engineered Paints. Get your free copy of this booklet . . . "Engineered Color" now. Write Barreled Sunlight Paint Co., 35-1 Dudley St., Providence 1, R. I.



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At Lower Cost

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## SCHULMERICH CARILLONS

juries received in a highway accident some weeks ago. He was 49.

**John Bernard Karkos**, founder and headmaster of the Nyack Boys School at Nyack, N.Y., died following a suicide leap from the Tappan Zee Bridge at Tarrytown, N.Y.

**Dr. Bland L. Stradley**, vice president for student activities at Ohio State University, died recently following a long illness. He was 68 years old.

**Charles Richard Pace**, secretary of Pace College, New York City, died recently after a long illness. Mr. Pace was the son of **Homer S. Pace**, who, with his brother **Charles A. Pace**, founded Pace College in 1906. In 1948,

**Charles Richard Pace** became one of three owners of the college, which that year changed its status to become a nonprofit degree granting college offering courses in business as well as liberal arts.

**Dr. Raymond R. Paty**, former president of the University of Alabama and chancellor of the University System of Georgia, died last month of a heart attack at the age of 61. He was a director of the Tennessee Valley Authority at the time of his death.

**Dr. Charles C. McCracken**, president of Connecticut State College from 1930 to 1935, died in August at Eustis, Fla., at the age of 75.

## CLASSIFIED ADVERTISING

### POSITIONS WANTED

**Assistant Comptroller, Comptroller, Business Manager**—College graduate in Business Administration with eight years experience in college business management; desires change. Write Box CW 366, COLLEGE AND UNIVERSITY BUSINESS.

**Bookstore Manager-Purchasing Agent**—45 years old, college graduate, several years experience; also experience with university printing and public relations department. Write Box CW 311 COLLEGE AND UNIVERSITY BUSINESS.

**Business Administrator**—Successful business man; broad experience; B.S.; age 55; excellent references; seeks position as business administrator of a college. Write Box CW 365, COLLEGE AND UNIVERSITY BUSINESS.

**Comptroller or Assistant to President**—Salary no object; mature business man with successful experience as Sales Manager, also accounting, cost accounting, personnel, supervision of research and maintenance engineering staffs in large international business; seeks challenging position in school or college; have also had experience in extensive dealings with government agencies. Write Box CW 364, COLLEGE AND UNIVERSITY BUSINESS.

**Food Service Director**—Personable, enthusiastic; knowledge of menu planning, purchasing food and equipment, labor and food cost controls, budgeting, personnel development; desire relocate California or southwest. Write Box CW 349, COLLEGE AND UNIVERSITY BUSINESS.

**School or College Administrative Post**—University graduate; business experience, construction; selling; minor teaching experience; military record 1942-1946 LCDR, USNR; private income, will accept low salary; assist athletic activities, public relations; married, personable, age 49, excellent health. Write Box CW 363, COLLEGE AND UNIVERSITY BUSINESS.

**Superintendent of Buildings and Grounds**—15 years supervisory and administrative experience in all phases of plant engineering; pres-

ent position Director of Operations and Maintenance for world wide organization; associate member of AIEE; member of IES; age 37. Write Box CW 365, COLLEGE AND UNIVERSITY BUSINESS.

**Treasurer-Comptroller**—Comptroller and member of board of directors of large manufacturing company with international distribution seeking opportunity as financial officer for university; strong in administrative skills and analytical ability; university degree; age 43; married, three children. Write Box CW 364, COLLEGE AND UNIVERSITY BUSINESS, in complete confidence.

### POSITIONS OPEN

**Assistant Business Manager**—Position available September in liberal arts college with opportunity for advancement to senior business officer; applicant should be graduate in business administration; some experience in college business management preferred though not essential. Write Box CO 232, COLLEGE AND UNIVERSITY BUSINESS.

**Food Service Directors**—Rapid growth of the leading quality minded college food service catering company creates a need for successful, young, male college or university food service directors; highest initial remuneration, plus rapid advancement in return for long hours of loyal work; character and personality traits more important than length of experience; relocate with consideration given to preference. Send resumé to Box CO 211, COLLEGE AND UNIVERSITY BUSINESS.

**Superintendent of Buildings and Grounds**—Man capable of handling maintenance and property management; accustomed to supervising other workers; construction experience preferred; position open in October with a medium sized liberal arts college. Write Box CO 233, COLLEGE AND UNIVERSITY BUSINESS.

The rates for classified advertisements are: 20 cents a word; minimum charge, \$4. (No charge for "key" number.)

Forms close 25th of month preceding date of issue.

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## Revolution in Dormitory Heating



New residence hall for women, Baker University, Baldwin, Kana.  
Buck Associates, Architects-Engineers, Bartlesville, Oklahoma.

### Each room has its own thermostat with Iron Fireman SelecTemp heating

College dormitories (and all other types of college buildings) can now provide the unbeatable combination of lower heating costs and room-by-room temperature control. Room occupants can have the temperature they prefer simply by setting the individual room thermostat. They no longer waste heat through open windows. Each room is a separate heating zone.



SelecTemp is an entirely new kind of steam heat. Heating units are only 18 inches high and are recessed in walls, requiring no floor space. Each unit contains its own thermostat, steam operated fan, heat exchanger and air filter. They are non-electric—no wiring required. Room units come in three sizes of 6,000, 12,000 and 18,000 Btu capacity. Compact and attractive, they can be painted to match walls. Temperature and volume of air are automatically modulated to hold room temperature at thermostat setting, regardless of heat loss due to cold winds or gain from the sun's heat.

For complete information and specifications on Iron Fireman SelecTemp heating please mail coupon below.

**IRON FIREMAN** *SelecTemp*  
**HEATING**



**EVERY ROOM A ZONE**

### Baker University provides individualized heating in each room and saves \$3,800

Iron Fireman Mfg. Co.

Dear Sirs:

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After considerable checking of costs, we decided that SelecTemp could be installed in this building at no greater cost than other systems we had previously used in other dormitories. By so doing, we have provided each room with individual control at a saving of approximately \$3,800 to the University over any other systems with which we have had experience. This does not take into account direct saving achieved by us of smaller pipe, thus eliminating additional building cubage.

We have been so well pleased that we intend to incorporate SelecTemp heating in another dormitory for the same University and certainly recommend its use in any building of this type.

Very truly yours,  
**BUCK ASSOCIATES**  
**ARCHITECTS-ENGINEERS**  
Millard P. Buck, A.I.A.

**IRON FIREMAN MANUFACTURING CO.**  
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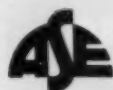
- ☐ Please send free literature on Iron Fireman SelecTemp heating.  
☐ Arrange for brief demonstration of SelecTemp room unit, in actual operation, in our office.

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**ALL-STEEL EQUIPMENT INC.**  
AURORA, ILLINOIS

# WHAT'S NEW

September 1957

Edited by Bessie Covert

TO HELP you get more information quickly on the new products described in this section, we have provided the postage paid card opposite page 100. Circle the key numbers on the card which correspond with the numbers at the close of each descriptive item in which you are interested. COLLEGE and UNIVERSITY BUSINESS will send your requests to the manufacturers. If you wish other product information, just write us and we shall make every effort to supply it.

## Kinescope Recorder for Television Pictures

The Tarzian Kinescope Recorder is a new film recording system for television



pictures. It incorporates a new mechanical shuttering principle which eliminates video splice and danger of the so-called "shutter bar." The improved sound system built into the equipment has a variable density or a variable area sound system. The pick-up principle permits use of a retentive type blue phosphor kine tube which makes it practical to record television pictures on sound recording film stock, effecting considerable saving in operation. A film processing unit for either positive, negative or reversal processing is available with the new kinescope recorder and can be set up to operate synchronously with the recording unit. Sarkes Tarzian, Inc., E. Hillside Drive, Bloomington, Ind.

For more details circle #1 on mailing card.

## Vinyl Wall Tile Designed for Institutions

The new Armstrong Vinyl Wall Tile was developed to provide institutions with a material which is not only attractive and low in cost but also resistant to fire, soiling, staining, fading, scuffing and moisture. It is easy to maintain as it is unharmed by soaps and detergents, grease, oils and alkalis. Colors will not discolor with age.

Vinyl Wall Tile is composed of vinyl plastic and asbestos fibers and has high dimensional stability but is flexible enough to cover inside and outside corners. It is applied with adhesive to almost any firm smooth base. The 9 by 9-inch size tiles are available in nine decorator colors. Armstrong Cork Company, Lancaster, Pa.

For more details circle #2 on mailing card.

## Automatic Water Heater Fills Peak Demand

To meet high or intermittent peak demands in institutions where draws of hot water are heavy within a limited time period, the new Ruud Model 300A multi-coil automatic gas water heater is designed for use with natural, mixed, manufactured and LP gases. The unit may be connected to a storage tank, singly or in multiples, to recover tank temperature in intervals between draws. The tank may be horizontal or vertical. Ruud Mfg. Co., 2025 Factory St., Kalamazoo 24F, Mich.

For more details circle #3 on mailing card.

## ScholarCraft Furniture of Steel and Wood

A completely new line of modern, functional steel and wood classroom furniture is introduced by a leading producer of tubular steel. Southeastern Metals Company has developed the ScholarCraft line of chairs, desks, tablet



arm chairs and chair desks. Pictured are a desk and chair in the new line with tapered tubular steel understructure, all resistance welded for strength.

The desk has maple grain plastic top laminated to select 11-ply maple plywood. Natural finished light Northern Maple is used for the seat and contoured back in the ScholarCraft chair. All steel parts are offered in a choice of metallic bronze, metallic green or bright chrome plated finishes. Southeastern Metals Co., P.O. Box 5477, North Birmingham 7, Ala.

For more details circle #4 on mailing card.

## Formica Chalkboard Features Quality and Price

High quality at moderate cost is offered in the new Formica Chalkboard. Employing a new thermosetting resin developed by scientists at American Cyanamid, the new chalkboard is said to have the advantages of the finest chalk-

boards in the price range of composition boards. It is offered in two grades: a standard high pressure laminate Formica Chalkboard surfacing approximately 1/32 inch thick, and a special grade with the same surface but with a thin sheet of steel laminated as part of the Chalkboard to permit magnetized posting devices to be used. Formica Chalkboard will be supplied in sheet form to manufacturers and distributors who in turn will attach various recommended backing material for final installation. Formica Corporation, 4614 Spring Grove Ave., Cincinnati 32, Ohio.

For more details circle #5 on mailing card.

## Hot Food Machine Refrigerates Ingredients

All ingredients used in foods vended in the new model of the Lunch-O-Mat hot food vending machine are kept refrigerated at approximately 38 degrees until ready for vending. The Raytheon Radarange-equipped vendor delivers hot food from the refrigerated compartment approximately fifteen seconds after a coin is inserted. The Lunch-O-Mat is a single, compact automatic cafeteria unit supplying hot and cold food and beverages. Hot foods can thus be supplied night and day without a waiting period, yet ingredients are always fresh and sanitary.

The machine is set up to supply hot chocolate as well as hot coffee, or three varieties of soup in place of coffee. Packages are available for serving green salads, custards and gelatins as well as small eight-ounce hot meals. The modern attractive cabinet has a stainless steel interior with chrome and enamel ex-



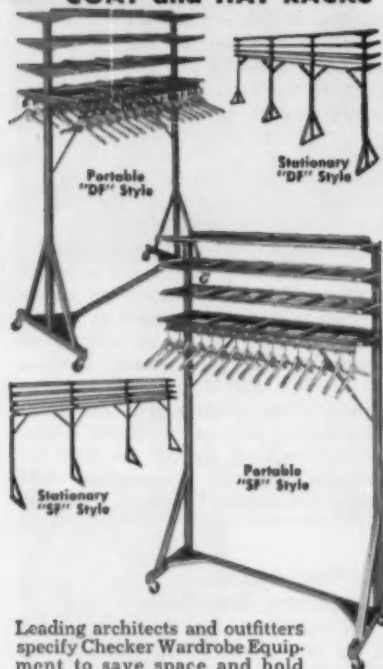
terior. The one machine supplies a full menu and is complete with change-maker. Eastern Electric, Inc., 70 Prospect St., New Bedford, Mass.

For more details circle #6 on mailing card.



## What's New . . .

### Checker<sup>®</sup> COAT and HAT RACKS



Leading architects and outfitters specify Checker Wardrobe Equipment to save space and hold wraps in an efficient, sanitary and orderly manner. Hats rest on high ribbed, slotted shelves. Spaced hangers keep coats apart, open to light and air, visible and instantly available. SF Style units accommodate 4 or 5 persons per foot. DF style units accommodate 8 or 10. 3'2", 4'2" and 5'2" long "portable" units go wherever needed on large casters. "Stationary" units come on glides and can be anchored to floor. "WM" Style racks mount directly on any wall. All Checker racks are correctly engineered to interlock on left or right and to stand up under a full load. They will not tip over, sag, sway, creak or wobble. Built for lifetime service of strongly welded heavy gauge steel and square tubing and beautifully finished in modern baked on colors. They are vermin-proof and fireproof.

#### Style WM wall RACKS



#### Exclusive Checker Features

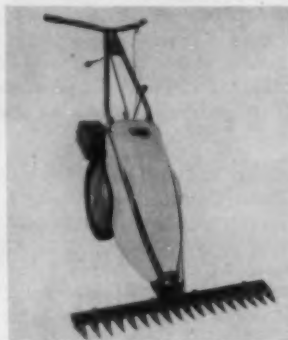


Write for Bulletin CK-16

**VOGEL-PETERSON CO.**  
1127 W. 37th Street • Chicago 9, Ill.

### Sickle Bar Mower for Grounds Maintenance

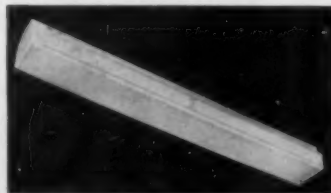
Designed for institutional grounds maintenance, the new Jari Model C



Monarch Power Scythe is a rugged sickle bar mower for heavy duty use. It is fitted with a 2 1/4 h.p. engine and combines the quality features of Jari sickle bar mowers with balanced weight for ease of handling on slopes and in rough terrain. The "floating" sickle bar with swivel action and self-leveling spring follows ground contours accurately. Cutter bars are available in 44 and 36-inch widths. The new scythe features knife clips, easily adjustable by screw, to maintain accurate settings for long cutting efficiency; a rugged protective fender that covers all working parts; a finger-tip clutch control; handlebars that adjust for comfort, and 16-inch solid rubber, self-cleaning tires. Jari Products, Inc., 2990 Pillsbury Ave. S., Minneapolis 8, Minn.

For more details circle #7 on mailing card.

### One Lamp Fixture Available in Two Types



A series of one lamp shielded fixtures for recessed and surface mounting has been added to the Electro Lighting line of Uni-Lites. The units are available in four and eight foot channels which can also be applied in continuous mounting.

The Surface Uni-Lite has a metal one-piece frame basket containing diffuser and side panel. It is available with either styrene louver, Alba Glass or low brightness lens diffusers. The Recessed Uni-Lite has a lay-in diffuser and uniform width end and side flange trim. Both units have been designed for corridors, shelf stack lighting, perimeter lighting and various auxiliary lighting. Electro Lighting Corp., 1535 S. Paulina St., Chicago 8.

For more details circle #8 on mailing card.

### Arrow Bleachers of Galvanized Steel

Semi-permanent and permanent bleachers for all types of field installations are being made by the Arrow Bleacher Company, a new division of Universal Manufacturing Corporation, manufacturer of steel-panel scaffolding. The new Arrow bleachers feature an exclusive dichromate galvanizing of all structural steel components of the scaffolding structure to prevent rust. This eliminates the necessity for periodic painting of the structure, thus reducing



maintenance upkeep and cost according to the manufacturer.

The new bleachers also feature 24-inch back-to-back spacing for maximum and comfortable seating capacity. The 12-foot wide areas between supporting towers offer space in which to build storerooms, locker rooms or washroom facilities or may be left open for easy clean-up and quick periodic inspection of all structural members. Arrow Bleacher Company, Zelienople, Pa.

For more details circle #9 on mailing card.

### Optional Equipment Available for Kollektor

Optional equipment has been designed for use with the Kol Kollektor to provide all necessary cleaning equipment and supplies in one unit. A broom holder and wire basket slip over the side of the Kollektor so that all materials stay securely as the unit is rolled from place to place. Collecting bags are removable for storage, disposal or trans-



portation and the unit folds for easy storage, with the bag attached or unattached. Kol, Inc., 2323 Ellis Ave., St. Paul 4, Minn.

For more details circle #10 on mailing card.

(Continued on page 88)





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## What's New . . .

### Cutlery Box Constructed for Hard Wear

The new Don Royalite Cutlery Box is molded of a rubber-plastic composition



to withstand heavy-duty use in schools, colleges and other institutions. It will not dent, crack, chip or peel and resists acids, alkalies, grease and stains. Its

rounded corners eliminate dirt-catching seams. The box weighs 1½ pounds, is finished in gray, and has sure-grip rims for easy handling. **Edward Don & Company, 2201 S. La Salle St., Chicago 16.**

For more details circle #11 on mailing card.

### Training Projector Has Instant Reverse

Developed as a training unit for schools and other organizations, the Percepto-Scope provides the facilities of four projectors in one unit. It handles still projection for use in long exposures, similar to a slide projector; flash projection for use

in tachistoscopic training with immediate variability in flash speeds from one to 1/24 of a second; motion picture projection for quality pictures at selected speeds from one to 24 frames per second, with instant stop, start and reverse, and two-film projection where a back film image is overlaid on a front film image, with speed control of either or both films.

The new Model 5102 PerceptoScope has improvements which include elec-



tronic film cueing, instant reverse and a shutter. Other features of the machine include 19 projection speeds under the immediate control of the operator; built-in electric eye cue marks which permit predetermined automatic film stops, yet the film may be stopped manually at any time; instant reverse control over all forward film movements; portability; simple film loading; automatic rewinding, and remote control. **Perceptual Development Laboratories, 6757 Southwest Ave., St. Louis 17, Mo.**

For more details circle #12 on mailing card.

### Plastic Panels with Built-In Metal Mesh

The new Resolite Security Junior is a translucent plastic panel featuring em-



bedded aluminum or steel diamond mesh. It is lightweight and easily handled, and offers many design possibilities as well as semi-transparent protection against flying particles.

The panels offer high impact resistance due to the metal mesh reinforcement. Two types are available: .081 gauge expanded aluminum, or 16-18 gauge expanded steel embedded in flat Resolite sheets. The plastic sheets are available in standard Resolite or in a special fire-retardant type, in clear and in five colors. **Resolite Corporation, Zelienople, Pa.**

For more details circle #13 on mailing card.

(Continued on page 90)



**M**ichaels cases of extruded aluminum, bronze or stainless steel, incorporate such features as Innerlocking Frames, a Michaels exclusive; fully mitered intersections, and no screws exposed on the surface except where necessary for access panels. These and other structural details effectively guard against theft as well as the ingress of dust, vermin and moisture. Many types are available in standard sizes, or custom-built.

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Rocky Mount, North Carolina

Goal: \$1,750,000

Pledged: \$2,051,155

*"A Remarkable Job"*—In a really outstanding campaign to establish a liberal arts college at Rocky Mount, the citizens of that community raised more than two million dollars to be added to funds from other sources. Two previous campaigns for this purpose had failed. General Chairman Arthur L. Tyler wrote: "I cannot commend (your director's) work too highly. He has done a remarkable job and we are deeply indebted to him."



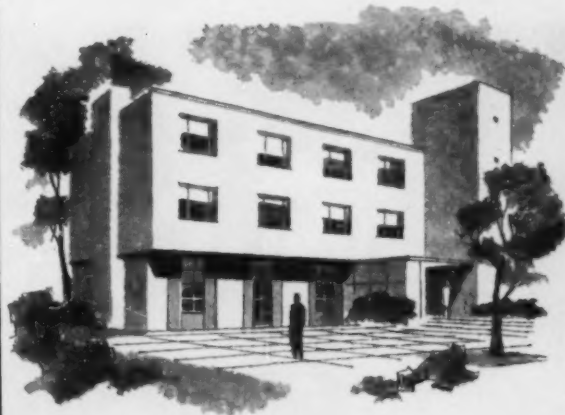
#### CONVERSE COLLEGE

Spartanburg, South Carolina

Goal: \$1,097,700

Pledged: \$1,132,000

*"Beyond Imagination"*—Raising more than a million dollars for a woman's college in Spartanburg was a remarkable feat. The generous citizens over-subscribed their goal on schedule. The next phase of the campaign will reach the alumnae. Campaign leader Broadus Littlejohn said: "Raising \$1,097,700 in Spartanburg at this time was beyond my imagination at the start of the campaign . . . My estimation of your firm has been greatly enhanced after my experience in this campaign."



Campaigns directed by Ketchum, Inc. have raised millions of dollars for educational institutions during the past 38 years. If your school, college or university is considering a fund-raising program, we will be glad to consult with you, confidentially and without obligation.



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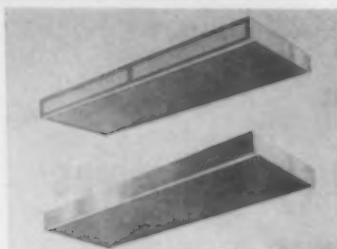
PITTSBURGH 19, PA.

500 FIFTH AVENUE, NEW YORK 36, NEW YORK

JOHNSTON BUILDING, CHARLOTTE 2, NORTH CAROLINA

## What's New . . .

### Slimlux Luminaire for Close-Ceiling Mounting



Available in a large variety of models, the new line of Guth Slimlux fixtures is only four and one-quarter inches deep. The top level of the shallow-depth luminaire rests snugly against the ceiling. Units are available in two light or four light widths, in four-foot or eight-foot lengths, with Gratelite Louver Diffuser, metal cross baffles or Pattern 70 Low Brightness lens. All Slimlux fixtures are heat tested and have extra rugged construction. They are fabricated of heavy gauge, zinc plated and bonderized steel. Edwin F. Guth Company, 2615 Washington Blvd., St. Louis 3, Mo.

For more details circle #14 on mailing card.

### Personal Size Dispenser for Ozium Air Conditioner

Years of laboratory research and count-

less field tests were made on Ozium, the air deodorizer and air freshener now available for institutional use. Ozium is a formula of well balanced propylene and triethylene glycols and other chemicals which, sprayed in mist-like form, rids the air of objectionable odors and is an excellent air sanitizer. Ozium readily absorbs and retains moisture. Since most organic odors and smoke ride on mois-



ture particles, the hygroscopic Ozium spray surrounds these floating particles and filters them out.

The new No. 500 Personal Size Dispenser for Ozium is a compact, unobtrusive size which fits into the palm of the hand for quick finger-tip control. Each disposable dispenser is equipped with a patented "Metering" valve which delivers a predetermined measured spray

(Continued on page 92)

to eliminate waste. Ozium is highly effective for deodorizing and freshening. Woodlets, Incorporated, 2048 Niagara St., Buffalo 7, N.Y.

For more details circle #15 on mailing card.

### Electriduct Extension Cord Carries Over Floor

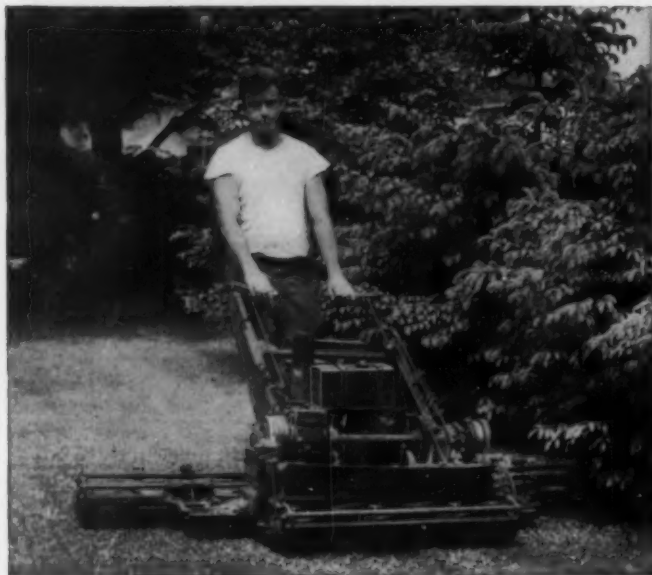
An unobtrusive method of carrying electric extension cords over the floor to electric typewriters and other office equipment, lamps, fans and similar appliances, is offered in Electriduct. The rubber duct protects the electrical wiring and is stumble-proof as it rises from a feather edge to an apex of 7/16 of an inch. Wheeled equipment can be easily rolled over it. Ribs on the under side prevent the Electriduct from slipping on the floor. Wiring is placed in the hollow duct center, or the duct can be made as



a complete electric extension cord. Ideas, Inc., 615 South 2nd, Laramie, Wyoming.

For more details circle #16 on mailing card.

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tions are so few, beginners quickly become experts.

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### Fluorescent Fixture for Low Ceilings

The new Garden City Ultra-Lux has been designed for low ceiling construction.



The shallow surface-mounted fluorescent fixture is only 3/4 inches in depth and curves slightly to give the appearance of receding into the ceiling.

The Ultra-Lux features a translucent polystyrene shield for efficient light transmission with uniform distribution and surface brightness. Units may be joined in continuous runs, and concealed hinges simplify cleaning and relamping. Garden City Plating and Mfg. Co., 1750 N. Ashland Ave., Chicago 22.

For more details circle #17 on mailing card.

### Hot Food Storage Unit Is Easily Installed

The new Model HF5 Hot Food Storage Receptacle introduced by Hotpoint is constructed of a one-piece anodized aluminum chassis with a remote-control thermostat. The design permits fabricator-installation in any standard food



table top or bottom by several optional methods. The anodized aluminum surface prevents water damage, even after prolonged moist operation.

The new HF5 preheats in 10 to 12 minutes because of the stepped-up power. The remote-control thermostat is wired directly to the brazed-on Calrod heating units and the one-piece chassis is surrounded by aluminized sheet metal. This dead-air space insulates the table and reflects radiant heat back to the receptacle. Stainless steel food containers may be used with the HF5 but anodized aluminum pots and pans give optimum efficiency, according to the manufacturer. Hotpoint Co., Commercial Equipment Dept., 6201 W. Roosevelt, Berwyn, Ill.

For more details circle #18 on mailing card.

(Continued on page 95)

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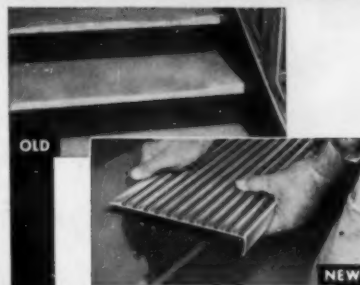
### PORTABLE PARTITIONS



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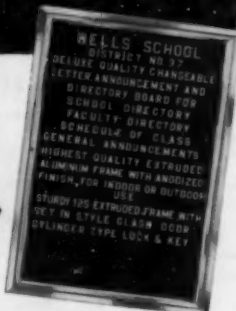
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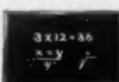


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## What's New . . .

### Dictation Machine Is Portable

The new Peirce Portable Dictation Machine may be used wherever it is possible to dictate. Known as the Peirce Secretary, the machine operates on two self-contained batteries. Weighing only four and one-half pounds, the box-size unit may be used with or without an electrical outlet.

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The belt may be used thousands of times. A "talk" and "listen" microphone control starts the motor and an indicator light

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For more details circle #20 on mailing card.

### Posture Chair Has Saran Webbing

Saran Webbing, the impervious woven webbed tape made from Firestone Velon<sup>®</sup>, is used for the seat and back of the new

(Continued on page 96)

adjustable Bevco PS-31 posture chair. The low-cost chair has five-way adjustment of seat and back, for height and



comfort. This includes a special development permitting height control of the front edge of the seat to prevent it binding against the user's legs.

Nylon thrust bearings prevent squeaks in the chair and the Seng Mechanism for raising and lowering the seat guards against wear and assures the desired position. The chair is mounted on four ball-bearing casters. The comfortable, long wearing Saran Webbing is available in a choice of colors which can be arranged in solid, checked or plaid patterns. Precision Mfg. Co., 831 Chicago Ave., Evanston, Ill.

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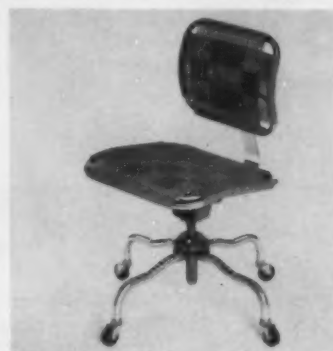
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## What's New . . .

### Electrically Welded Linen Truck Folds Easily for Storage

The speed and ease with which it folds are features of a new Linen Truck



recently introduced. Made of electrically welded steel, it has three smooth shelves for carrying quantities of clean linen and is provided with two large canvas bags for carrying trash and soiled linens. The two large steel trays above the shelves hold supplies such as soaps, cleansers and other cleaning materials. Cleaning tools such as brooms and mops are carried on either side of the truck.

Two 10-inch ball bearing wheels with an extra set of swivel casters at each end make the truck roll easily and permit it to be turned completely around. The wheels move readily and noiselessly over all types of floors. When folded the truck occupies approximately the space of an office chair. When open it measures 57 inches long, 25 inches wide and

42 inches high. It is finished in dark green sprayed lacquer with other colors available if desired. **The Paul O. Young Company, Line Lexington, Pa.**

For more details circle #22 on mailing card.

### Counter-Top Head for Standard Premix Units

The new QuiKold Counter-Top Dispensing Head has been designed for use with any standard premix equipment found in cafeterias, lunchrooms, concession stands at games and other locations. Made of stainless steel for attractive appearance and easy maintenance, the QuiKold Head is available with one, two



or three serving faucets for any need.

A fluorescent-lighted plastic panel on the front of the head carries the trade mark inset. The unit has plastic dispensing draft arms, counter-top fastening brackets and drip pan with nipple for attaching to drip container hose. Overall width of the dispensing head is 13 1/2 inches. **S & S Products, Inc. P.O. Box 1047, Lima, Ohio.**

For more details circle #23 on mailing card.

### Rubber-Cushioned Matting Redesigned for Added Safety

The new Mitchell Safety Surf rubber-cushioned matting for playgrounds has been redesigned to provide positive protection for children and athletes, whether light, medium or heavy. The design change takes place on the reverse side of the matting where large ribs have now been interlaced with smaller ribs. This construction offers double safety action as the heavier ribs take the initial shock and the second smaller ribs carry on from there. Thus the increased decelerative qualities protect the heavy individual equally with the lightweight from serious injuries resulting from falls.

Safety Surf is easy to install as it consists of four basic interchangeable and interlocking rubber blocks which form a one-inch thick completely bevelled and protective covering in any size unit of two feet in any direction. The interlocking feature and anchoring qualities of the universal lock block provide a



secure installation. **Mitchell Rubber Products, Inc., Sports and Recreation Dept., 2114 San Fernando Rd., Los Angeles 65, Calif.**

For more details circle #24 on mailing card.

### Lighting System Is Complete Package

The new Curtis Strato-Lux ceiling-size lighting fixture is a complete packaged system including a ceiling-installed fluorescent grid system, and a suspended T-hanger aluminum framework which holds the vinyl plastic louver-diffuser panels. The system provides glare-free, shadowless lighting for classrooms, offices and other areas where a ceiling-wide expanse of lighting is desired.

The two-foot square CurtiCell louver-diffusers prevent direct glare and soften the light to minimize reflected glare. The Curtis grid system consists of a quickly-hung section of channels to hold the fluorescent tubes on 12 or 24-inch centers. The suspended aluminum framework hangs 21 inches below the channels and is an integral part of the system. Strato-Lux fixture is provided in sizes to fit any 8 by 8-foot room or larger. **Curtis Lighting, Inc., 6135 W. 65th St., Chicago 38.**

For more details circle #25 on mailing card.

(Continued on page 98)



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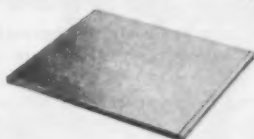
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## What's New ...

### Lounge Seating Allows Flexible Arrangements



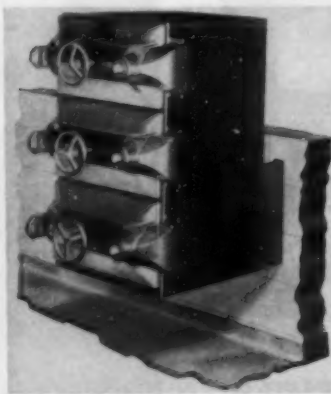
The Perimeter Lounge Seating line was designed to permit a flexible arrangement of attractive and functional seating for student unions, offices, reception rooms and other areas. The Perimeter line is built around units which can be positioned as single, two or three seaters, with or without arms. Attachable tables are optional, along with corner radius units.

The seating units, constructed of molded foam loose cushion seats with backs of rubberized hair, may be upholstered with leather or fabric in a choice of many colors and patterns. Walnut picture-frame arms may be partitioned with brass, copper, cane or chrome to complete a decorating scheme. B. L. Marble Company, Bedford, Ohio.

For more details circle #26 on mailing card.

### Steam Cooker Is Wall-Mounted

Easy floor cleaning is assured with the new wall-mounted Steam-Chef and Streamliner steam cookers. Two wall-mounted styles have been added to the line. A special steel chair carrier is imbedded in the floor as the steamer support and the finished floor is applied over the carrier base. The heavy up-rights which carry the entire weight of the steamer are concealed in the rear wall with only fastening bolts projecting



through the finished wall surface. Cleveland Range Co., 3333 Lakeside Ave., Cleveland 14, Ohio.

For more details circle #27 on mailing card.

### Literature and Services

- Over 30 new radioactivity measuring instruments introduced recently are described in a new **Catalog of Radioactivity Measuring Instruments** available from Nuclear-Chicago Corp., 229 W. Erie St., Chicago 10. Sections in the catalog deal with scaling units, ratemeters, gamma-ray spectrometer systems, Geiger and scintillation detectors, portable survey instruments for alpha-beta-gamma and neutron measurements, lead shields, personnel protection devices, counting systems, high intensity gamma and beta sources, and nuclear accessories.

For more details circle #28 on mailing card.

- A new 120-page book, **"Designs for Laboratory Living in Colleges and Universities,"** is now available from Standard Electric Time Co., 239 Logan St., Springfield 2, Mass. The book gives complete details of power supplies, methods of distribution within the laboratory and terminal facilities, with descriptions of the components of the Flex-lab line and information on installations in more than a hundred college laboratories. Copies of the new book are offered without charge to college administrators and department heads as well as to school architects and engineers.

For more details circle #29 on mailing card.

- **"India"** is the title of a new report prepared by the National Cash Register Co., Dayton 9, Ohio, as the result of a recent tour to that country. Color and black and white illustrations tell the story of this land of ancient ways and new ideas, with descriptions of its cities, living standards, culture and religion.

For more details circle #30 on mailing card.

- **Industrial Sanitation Counselors**, Box 25, Crescent Hill Station, Louisville 6, Ky., have begun publication of two newsletters, **"The Supervisor Counselor"** for those in charge of cleaning programs, and **"The Executive Counselor"** for management. They are designed to provide solutions to sanitation problems and contain items on products, methods, publications and events of interest.

For more details circle #31 on mailing card.

- **"Magnesium, The New Concept in Furniture,"** is the title of Catalog No. 561 prepared by Mueller Metals Corp., 600 Munroe N.W., Grand Rapids, Mich. All types of furniture units employing magnesium frames are described.

For more details circle #32 on mailing card.

- Comprehensive information on planning a stadium is presented in the 24-page booklet available from the American Bridge Division of United States Steel Corp., 525 William Penn Place, Pittsburgh 30, Pa. Line drawings, photographs of equipment and installations and full specifications on **"USS Am-Bridge Standard Steel Stadiums"** are shown in the catalog with that title.

For more details circle #33 on mailing card.

(Continued on page 100)

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As costs of tuition, room and board rise unavoidably, more than 500 colleges and schools have helped parents meet this problem by adopting The Tuition Plan. The Plan operates at no expense to the college. It offers parents a welcome alternative to lump-sum payments—a convenient monthly payment Tuition Plan contract.

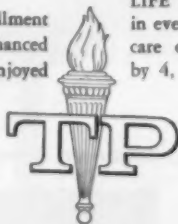
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The inexpensive Bubble-Stream shower head puts every drop of water to work: first to form an abundance of lather suds quickly with lighter soaping; then to flush away dirt and soap faster with less water. Shower time is reduced. Water is saved. Heat is saved. Hard water feels soft. Ball joint provides instant adjustment of spray angle.

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*Folds for storage, too!*  
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**IT'S EASILY HANDLED  
BY ANYONE**

*So STURDY...*  
**IT ACCEPTS THE  
HARDEST USAGE**




**THE FIRST REALLY  
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**FOLDING TABLES**

Just what you've been waiting for! A table sturdy enough to withstand many years of hard usage, yet light enough to be easily handled and moved about by one person. Entirely new in construction, it features a lightweight hard surfaced top composed of a honeycomb core reinforced with a 5-ply hardwood "H" frame flanked with basswood side members. Frame structure increases top's rigidity and permits solid anchorage for leg hardware securement. Strong, single action folding legs are 1 1/4" diameter welded steel tubing which fold flat for compact storage. Centrally located carrying handles are incorporated.

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Tables are top, bottom and perimeter faced with choice of Tempered MASONITE in Brown or RESILYTE non-staining plastic in Tan-Birch finish. Sizes 30" x 72" or 96" and 36" x 72" or 96" — 29" high. Don't order any tables until you've seen these!

### Folding Chair and Table Storage Trucks

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## What's New . . .

• The care and installation of all types of aluminum windows is described in a new booklet, "The Proper Handling and Installation of Aluminum Windows in Commercial and Monumental Buildings." Available from the Aluminum Window Mfrs. Assn., 75 West St., New York 6, the booklet gives instructions for handling, glazing, cleaning, loading and storage.

For more details circle #34 on mailing card.

• Sketch Book No. IV describing Erie Architectural porcelain enamel has been released by the Erie Enameling Co., 1455 W. 20th St., Erie, Pa. Information on curtain wall panels and veneer panels with complete specifications and data is included.

For more details circle #35 on mailing card.

• A 12-page booklet of Stainless Steel Swing Door Entrances is offered in Catalog S-157 by International Steel Company, Evansville 7, Ind. Typical swing door entrances are illustrated with complete architectural details given on stainless steel and "packaged" entrances. The illustrations emphasize how entrances can be modernized by installation of stainless steel swing doors.

For more details circle #36 on mailing card.

• A new Data Guide on Code rated Cabinet Convector for steam and hot water heating systems has been released by Dunham-Bush, Inc., Technical Data

Dept., West Hartford 10, Conn. Product features and applications are discussed and full technical data is included in the 28-page booklet.

For more details circle #37 on mailing card.

• Jamison Physical Education, Recreation and Playground Equipment is described in a new catalog prepared by Jamison Mfg. Co., 8800 S. Mettler St., Los Angeles 3, Calif. The booklet contains descriptions, illustrations and prices of more than 280 different items of playground equipment.

For more details circle #38 on mailing card.

• The Rest-All line of aluminum chairs and tables for offices and institutions is described in a new catalog issued by the Ohio Chair Co., 410 N. Meridian Rd., Youngstown, Ohio. The four-color booklet discusses 23 different chair models, outlines matching tables and includes complete specifications.

For more details circle #39 on mailing card.

• "A Commercial Lighting Application Guide" has been developed by Corning Glass Works, Lighting Sales Dept., Corning, N. Y. Photographs and charts show recommended lighting glassware for schools, hospitals and other public buildings. Bulletin L-100 also describes a new method for determining fixture numbers and layout for both incandescent and fluorescent lighting.

For more details circle #40 on mailing card.

• Tin-lined pipe, fittings, line valves, faucets and accessories, developed especially to protect distilled or demineralized water from metallic contamination, are described in Bulletin No. 139 prepared by Barnstead Still & Demineralizer Co., 124 Lanesville Terrace, Boston 31, Mass.

For more details circle #41 on mailing card.

## Suppliers' News

Dixie Cup Company, Easton, Pa., manufacturer of paper food containers and drinking cups, announces its merger with American Can Company. All assets of Dixie and its five subsidiaries have been acquired by Canco, according to the release.

Food Machinery and Chemical Corp., Kitchen Equipment Dept., Hoopeston, Ill., manufacturer and distributor of utensil washers, food waste disposers and the new Automatic TeaMaker, announces acquisition of the exclusive national and international sales agency for the complete line of Meterflo dispensers.

United States Plywood Corp., 55 W. 44th St., New York 36, manufacturer of building materials, announces the opening of an extensive research center on a 22-acre tract in the foothills of the Berkshires for the creation of new materials and new combinations of materials for building.

Institutions — Schools — Hospitals —  
Industrial Plants — Hotels — Caterers —  
Camps — Air Lines — Government — Civil  
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AerVOIDs provide . . .  
Sanitary Vacuum Insulation -  
A positive Health Safeguard!

To-day's "Modern" trend toward centralization of food preparation is a milestone toward Economy, Better Quality and Higher Sanitary Standards.

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Hot or Cold Food, Soup, Milk,  
Coffee and Beverage Carrier-Dispensers

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only **One**  
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**Designed to balance your school budget!**

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\*AS&U — See current edition of American School & University for details or write Haskell . . .  
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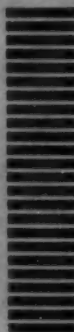
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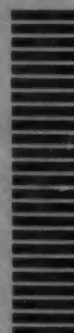
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# PRODUCT INFORMATION

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NAME	TITLE
INSTITUTION	
ADDRESS	CITY
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NAME	TITLE
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18 Hot Food Receptacle  
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37 Data Guide  
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38 Playground Equipment Catalog  
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39 Catalog  
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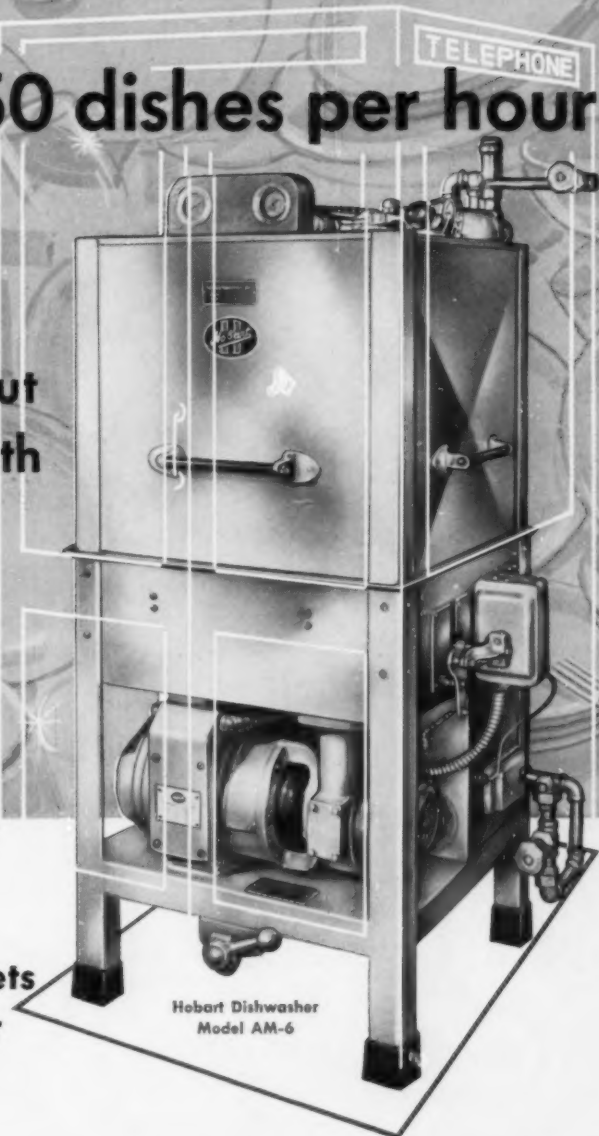
40 Lighting Application Guide  
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41 Bulletin 139  
Barnstead Still & Demineralizer Co.



# Cleans up to 1250 dishes per hour

## ...from floor space about the size of a Phone Booth



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Here's the kitchen work-horse unchallenged for leadership in the whole world-wide dishwashing field. With output of 50 racks, 1250 dishes or 2250 glasses per hour, it's most widely used in small-to-medium range kitchens—or as a peak-load glasswasher in larger operations. And you get all this output—Hobart standard—from less than 2½ feet square of machine (plus dish table layout, of course).

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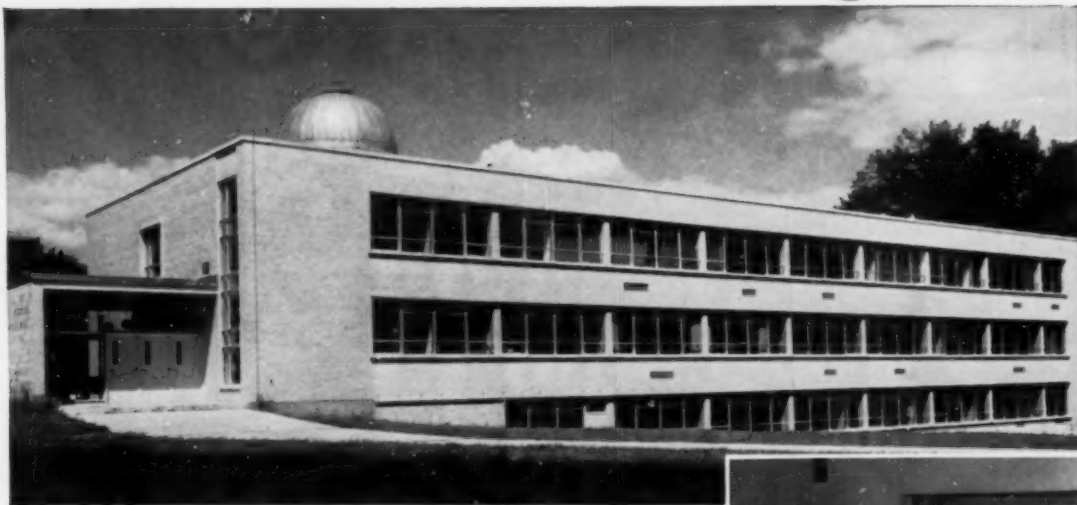
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Science Building, St. Mary's College, Winona, Minnesota.  
John J. Flad & Associates, architects, Madison, Wisconsin;  
Frank O'Laughlin, mechanical contractor, Winona, Minnesota.

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